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ABSTRACT

This guide is intended to help education leaders deal with the problem of teacher shortages. It is designed to help community leaders and school officials think strategically about the problems they face with regard to the supply of teachers and help them develop an action plan to address those challenges. The first section provides a conceptual overview of the teacher shortage problem, noting how certain policies address specific elements of the shortage problem, which may or may not be relevant to a particular district. It also discusses the different policy options that exist to address specific elements of the shortage problem, and it examines the considerations that policymakers must keep in mind when weighing different policy alternatives. The second section presents information on 25 different programs that cover a wide spectrum in terms of their goals, focus, scale, and location. What they have in common is that they all address at least one particular element of the teacher shortage problem. The programs include national programs, alternative credentialing programs, accelerated credentialing programs, economic incentive programs, retention and teacher development, and leadership development programs. (SM)

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coping with teacher shortages

a resource guide

PREPARED FOR THE ANNIE E. CASEY FOUNDATION BY PATRICK MURPHY AND ERIN NOVAK, UNIVERSITY OF SAN FRANCISCO

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CONTENTS

3	**Overview**
4	Introduction
5	The Dimensions of the Problem
6	Unpacking the Problem: Supply and Demand
7	Too much demand?
8	Too little supply?
11	Matching Problems to Policies and Programs
13	More aggressive recruiting efforts/recruiting out of area
13	Alternative credentialing programs and recruiting midcareer/nontraditional applicants
17	Accelerated credentialing and waivers
19	Economic incentives
23	Streamlined/applicant-friendly hiring processes
23	Teacher retention
26	Some Strategic Considerations
26	A numbers game: Do the benefits justify the costs?
26	Who has control over which policy options?
28	Measuring performance
28	Zones of wishful thinking: How valid are our assumptions?
29	Conclusion: Pulling It Together
31	**Program Summaries**
33	National Programs
38	Alternative Credentialing Programs
45	Accelerated Credentialing Programs
47	Economic Incentive Programs
53	Retention and Teacher Development
61	Leadership Development Programs
67	**Additional References and Resources**

Introduction The term *teacher shortage* has become almost a cliché in education circles. Regardless of the topic being discussed—curriculum development, reduction of class sizes, education standards—someone can use a sobering tone to interject, "Then, we have to factor in the impact of *teacher shortage.*" Once that is stated, all of the heads around the table will begin to nod. In fact, for some districts, the uncertain supply of teachers has become the proverbial 300-pound gorilla, overshadowing any plans for the future. How can a school implement a program designed to expand the use of technology in the classroom when there is no one to teach the class? Or, how does a district office oversee a series of performance-based reforms when much of the staff is preoccupied with trying to fill open teaching positions? Even routine tasks, such as annual classroom configurations, are complicated by the fact that a district is still scrambling to find teachers in late August. Finally, the question of quality lurks in the background of all of these efforts, as administrators search for teachers among an increasingly shrinking pool of applicants.

This guide is intended to assist education leaders in trying to deal with the problem of teacher shortages. The guide is designed to assist community leaders and school officials in thinking strategically about the problems they face with regard to the supply of teachers and help them to develop an action plan to address those challenges. Much of the discussion, then, is written from the perspective of the individual district.

The guide itself is divided into two parts. The first section provides a conceptual overview of the teacher shortage problem. It unpacks the issue into several different components. It notes how certain policies address specific elements of the shortage problem, which may or may not be relevant to a particular district. The guide then discusses the different policy options that exist to address the specific elements of the shortage problem. Education leaders are encouraged to approach the issue strategically, carefully identifying the nature of their shortage problem and then match corresponding policies and programs to it. In a more limited fashion, this discussion also addresses the challenge of developing and hiring school principals. Finally, the first part concludes with an examination of the considerations that policymakers should keep in mind when weighing different policy alternatives.

The second part of the guide presents information on 25 different programs. These programs cover a wide spectrum in terms of their goals, focus, scale, and location. What they have in common, however, is that they all are designed to address at least a particular element of the teacher shortage problem. Their presentation here is organized relative to the framework discussed in section one. The presence of these programs suggests that not only are many different alternatives available, but that some jurisdictions have actually begun to implement them. Some of the programs presented in this section address a related, but quite different personnel problem, that being the shortage of school leaders. These programs, designed to develop and expand the ranks of school principals and superintendents, offer a number of innovations in their own right, and their structure may be of interest to those dealing with teacher shortages as well.

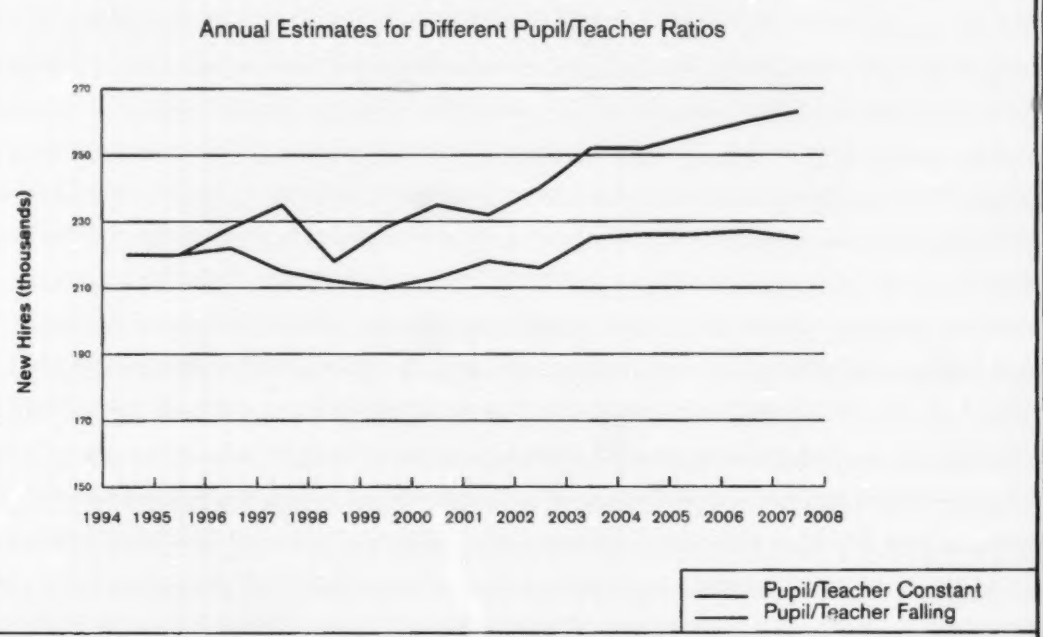
While this guide is written as a source of assistance for an individual district, those interested in the issue of the supply of teachers and recruitment may find the discussion here useful. Its goal is to bring more order to the discussion of teacher shortages and public policy. By breaking down the problem into its different elements, it is hoped that the debate over policy options will

be more focused and result in effective program choices.

The dimensions of the problem

The forces driving the teacher shortage come straight out of an introductory economics class. On the one hand, the demand for teachers has been growing over time. Expanding enrollments in some regions and a more general push for smaller classes have fueled much of the increase. It is a pattern that is expected to continue into the future. On the other hand, the supply of teachers is not expected to grow fast enough to keep pace. Traditional college education programs continue to turn out newly minted, credentialed teachers each year. Many of these graduates, however, never enter the classroom. Also, a significant share of the population of current teachers will leave the profession. U.S. Education Department statistics suggest that as many as 9 percent of new teachers quit during their first year of teaching and as many as one out of five will leave in the first three years.[1] Some leave out of frustration with the working environment, others to pursue different professional opportunities, and many leave for personal reasons such as the birth of children or a spouse relocating to a new area. For an aging teacher population, however, retirement looms as one of the greatest future drains on the pool of current teachers. Almost one-half of curren: K–12 teachers will be eligible for retirement in the nexe 10 years.[2] The net result

FIGURE 1 **THE DEMAND FOR NEWLY HIRED TEACHERS IN THE U.S.**



Source: Hussar, W. J. *Predicting the Need for Newly Hired Teachers in the United States to 2008–09.* Washington, D.C.: National Center for Education Statistics, 1999.

The forces driving the teacher shortage come straight out of an introductory economics class. On the one hand, the demand for teachers has been growing over time ... On the other hand, the supply of teachers is not expected to grow fast enough to keep pace.

of these forces is that the projected influx of new teachers will not be large enough to replace those individuals who leave the profession *and* meet the increased demand. The resulting gap between the supply of, and the demand for teachers, leaves the nation without enough teachers to fill its classrooms.

The dimensions of the teacher shortage have been reported by a variety of sources and offer several different perspectives. At the national level, one of the more commonly cited figures is the U.S. Education Department's estimate of a total of 2.4 million new teachers that will have to be hired over the 11 years ending in 2008. That figure assumes that pupil/teacher ratios are held constant. Assuming that the trend continues toward smaller class sizes, the estimate jumps to 2.7 million. These figures translate into public schools needing to hire between 210,000 and 260,000 new teachers a year for several years into the future. About one-third of the new teacher hires will be needed for urban school districts.[3]

Beyond this macro view, it is important to note that the shortage is not distributed evenly across regions or subject areas. Estimates from individual states provide a sense of the degree of variation across regions. For example, the Illinois State Board of Education estimates that it will need an estimated 60,000 new teachers in the next three years. The same report noted that state school districts had started the year with as many as 2,000 positions unfilled.[4] Researchers in California estimate that as many as 300,000 new teachers will be needed in that state over the next 10 years.[5] Projections from the Florida Education Department suggest that the state will need about 12,000 more teachers per year than are expected to be supplied.[6]

The New Mexico Department of Education estimates that the state's public schools will need to add about 1,500 new teachers, or 8 percent of its current 20,000 public school instructors.[7] In North Carolina, state education researchers calculate a shortage of more modest proportions. They estimate that the current demand will outstrip supply by about 2,000 teachers over the next decade—less than 2 percent of the state's elementary and secondary teacher population.[8]

Unpacking the problem: Supply and demand

What one can conclude from the press, government reports, and academic publications is that overall there are not enough teachers to go around. Given the treatment of the issue, it would be easy to get the impression that the teacher shortage is a monolith. A closer examination of the problem, how-

ever, reveals a situation that is considerably more complicated. Immigration and demographic changes, for example, are driving up school enrollments in the Sunbelt states. The consequence is a need for more teachers in general. Other factors, such as classroom reduction policies also drive up the demand for teachers. In other parts of the country, the shortage manifests itself differently. Urban districts in the Northeast have a difficult time finding math and science teachers, but find themselves in much less of a crisis mode regarding other areas.

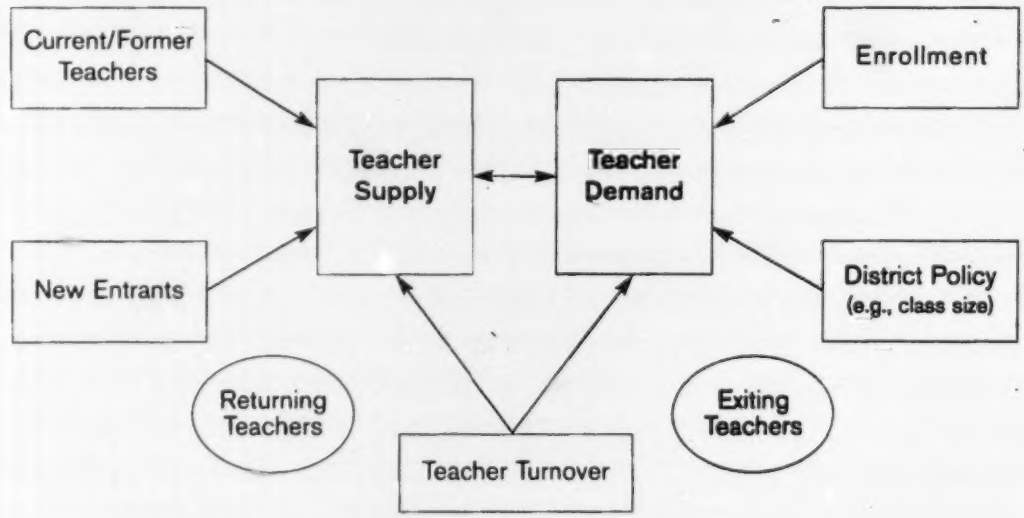
In short, the teacher shortage problem is actually composed of several different components that vary as one moves from one region to the next. Though there are some shared elements, the teacher shortage issues that one district faces may be quite different from the concerns being confronted by another district.

Figure 2 presents a general model of the different variables involved in a district's effort to match its demand for teachers with the available supply. It provides a framework for a systematic approach to dealing with a district's teacher shortage problem. This approach begins by unpacking the larger problem into three subsets: supply, demand, and retention.

Too much demand?

Three main variables drive the demand for teachers. The first, enrollment, is independent of district decisions for the most part. It is, however, critical for a district to have some idea as to what the future holds with regard to the number of

FIGURE 2 **A DISTRICT'S PERSPECTIVE OF TEACHER SUPPLY & DEMAND**



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students that will be sitting in its classrooms. Historical trends provide the best basis for estimating future enrollments. The task of making such projections, however, is part science and part art as factors such as economic growth of the region, immigration, and changes in private schools can have a significant impact on future enrollments. Most districts already have processes to estimate future enrollment. Since it has become more and more difficult to hire teachers at the last minute, it would be worthwhile for a district to evaluate how accurate their enrollment projections are. And, given the competitive recruiting environment, those districts that are able to make their assessments earlier will have an advantage.

Changes in district policies are a second source of variation in the demand for teachers. A district that sets a maximum class size of 25 for its elementary schools when it currently averages 28 students to a class will increase the number of teachers it will need. Policy changes can also affect the composition of a district's teacher demand. For example, if a district increases the number of math credits necessary for a high school student to graduate, then it may have increased its demand for teachers with a secondary math credential. A district, of course, must make these types of policy decisions with the goal of providing the best educational environment possible. At the same time, their impact on the district's demand for teachers and the consequences thereof should be part of the discussion.

Turnover in the current teaching staff is the third element to affect future demand. The relationship is a straightforward one: The more teachers who leave, the greater the demand; the fewer who leave, the smaller the demand. It may be the case that a district's *teacher shortage* problem may actually be a *teacher retention* problem. The important impact that retention can have on the overall supply, composition, and quality of a district's teachers is discussed in greater detail below.

A similar set of forces shapes the demand for school principals. As enrollments increase and current principals reach retirement age, the need for new school leaders expands. Assessing the district's need for principals in the future, however, might be easier simply because the absolute numbers are smaller.

Too little supply?

From the supply perspective, the teacher shortage problem begins to take on several different hues. Regional differences, particularly prevailing economic conditions, can produce significant variation in both the magnitude and type of problem that a district is facing. The following categories attempt to provide a framework for understanding the shortage problem.

Not enough supply. In its most basic terms, the shortage problem can be viewed as simply not having enough people apply for teaching jobs. Consequently, there is a shortage of *warm bodies* to put in front of a classroom. As Figure 2 suggests, there are three potential contributors to the supply of teachers: current teachers, former teachers, and new entrants. Current teachers are already in the profession but working for another public school district or at a private school. They may or may not already possess the necessary credentials to teach in your district. Former teachers have left the profession for a variety of reasons. These may include changes in their personal life (new baby, caring for a parent, spousal relocation), retirement or to embark on a new

MORE THAN JUST "WARM BODIES"

Considerable additional evidence exists to suggest that at the local level, the needs of districts may be quite specific. A survey of 40 urban school districts in some of the largest cities across the country revealed that 97 percent reported an immediate demand for high school science teachers. Ninety-five percent of that group also cited high school math and special education teachers to be in short supply. That same sample, however, reported that less than half of the districts surveyed reported a need for elementary reading teachers (43 percent) and early childhood instructors (45 percent). Even in these large urban districts, where recruiting of teachers has traditionally been more difficult than in other areas, the nature of the shortage problem is not necessarily one of just getting more people to apply. Instead, it is much more an issue of finding enough individuals with the right specialization.

Source: *The Urban Teacher Challenge: Teacher Demand and Supply in the Great City School Districts,* Recruiting Teachers, Inc., January 2000.

career. New entrants can be divided into two categories, those coming directly out of university education programs and nontraditional applicants. Nontraditional applicants are those individuals motivated by a desire to teach to alter their career path. They often are considering teaching after recently earning their undergraduate degree in a field other than education or beginning their careers in another field.

Not enough quality applicants. For some districts, they feel they have enough applicants with credentials to fill their open positions. But, they are not satisfied with the quality of those applicants and are discouraged by those they end up hiring. The debate over the quality of teachers is a heated and ongoing one. Some individuals focus on the issue of credentials and the fact that students are currently being taught by teachers who have not completed the requirements for a teaching certificate. Others argue that even those teachers with the appropriate credentials are not necessarily effective teachers. What is clear is that some districts are dissatisfied with the quality of teachers and have implemented programs to improve their effectiveness either through alternative preparation and selection or with ongoing development programs. It is important to note that the recruiting process is not the only opportunity to address quality concerns. Other options, such as mentoring, in-service programs, and professional development opportunities may contribute to better teaching.

Shortages in specific subjects/types. Most districts report that it is difficult to find specific types of teachers. Applicants with certifications for math, science, and special education are particularly scarce. Some school districts also are finding it difficult to recruit teachers certified in bilingual education, English as a second language, or foreign language instruction. Finally, as enrollment becomes more diverse, a district may seek to broaden the diversity of its teaching staff. As one education official in southern California described her district's situation, "We don't have a big problem getting enough teachers. We pay pretty well and the cost of living isn't too bad. What we can't seem to recruit are teachers of color—for any subject—particularly male teachers of color."[9] For this district, there is enough supply to meet the demand in general, but the specific needs of the district are not being met. Some districts would like to recruit more teachers whose ethnic and racial backgrounds reflect those of their students, but those applicants are hard to find.

Distribution problems. There is considerable evidence to support the finding that teachers, both new and experienced, tend to gravitate to positions with higher achieving students and fewer disciplinary problems. These schools are often the ones with more resources available for educating students. Consequently, they also have better facilities, newer books, and a larger investment in technology. It comes as no surprise, then, that suburban school districts find it easier to recruit than their neighbors in urban areas. Similarly,

BATTLING THE BUREAUCRACY

Fictional stories of the lone individual taking on the faceless, rule-bound bureaucracy have a comedic quality, providing an opportunity for a laugh or two. They usually reconcile with a Capra-esque feel-good ending as the valiant citizen bests the evil bureaucrats. These types of stories lose their humor value, however, when they are not fictional and they deal with an issue as serious as hiring teachers. The *New York Times* reported the story of two individuals and their struggles with the city's public school hiring process. One, a potential math teacher, applied for one of 60 vacant math teacher openings. One month later, with the start of school fast approaching, he had yet to hear from the district. A second individual, teaching certificate in hand, was given a verbal offer of a job immediately following her interview at an elementary school. That was in the spring. After a summer of standing in lines and filling forms, the school told her the job was no longer available. Turned off by the system, she gave up.

Source: Abby Goodnough. "Responding to Call for Teachers, Some Applicants Find Only Frustration." New York *Times,* August 27, 2001.

applicants may be enthusiastic to work in some schools within a district but refuse to work in others. The irony is that a district or region may have enough applicants seeking positions, but not enough willing to take particular positions.

Economic costs. The economic component of the shortage problem is based on the concept that the benefits associated with becoming a teacher (a) do not outweigh the costs of the job, and/or (b) are not as great as the benefits provided by other professions. The relatively low salaries paid to teachers are, of course, at the center of these cost calculations. The growing economy that characterized much of the last decade amplified the economic impact. In such an environment, talented people have many options and districts are forced to compete for their services. It is important to note that the impact of the economic climate works both ways. The economic slowdown that began in 2001 may make teaching a more attractive prospect. As overall job opportunities dwindle and some companies lay off workers, the stability and rewards of teaching could begin to come out ahead in an individual's personal *cost/benefit* analysis.

Barriers to entry. Public schools require their applicants to have the proper credentials before they can be hired. Though the requirements vary from state to state, obtaining a teaching certificate typically requires coursework in pedagogy and education skills, specific coursework in the area of specialization, and student teaching or practicum experience. In addition, some states may require specific coursework in areas such as health or computers as well as have prospective teachers pass a standardized exam. Traditionally, it takes at least 12 months of full-time study to complete these requirements and may present enough of an obstacle that it discourages individuals from trying to become teachers.

Red tape. The hiring process may be an opaque, overly bureaucratized, and frustrating endeavor, particularly for someone coming from the private sector. The consequence is that procedures and administrators who are more focused on forms and paperwork than the people that they represent may discourage potential teachers. The delays created by these bureaucratic hurdles also can result in the hiring process being completed only days before, and in some cases, after the start of the school year.

The above categories represent an effort to separate out the various components of the shortage problem. It should be noted that these distinctions are not absolute with some elements overlapping and/or influencing others. That acknowledged, they represent a framework for first understanding the shortage issue itself, and then discussing the various programs designed in response to that problem.

Matching problems to policies and programs

Just as the shortage problem is not monolithic, neither are the policies designed to address it. In response to the teacher shortage, public officials and elected representatives have responded with a flurry of new programs that cover a wide variety of policy areas. The National Conference of State Legislatures reported that in legislative sessions across the country in the year 2000, representatives introduced 450 bills in 41 states addressing

TABLE 1	MATCHING PROBLEMS AND POLICIES
TYPE OF PROBLEM	POLICY RESPONSE(S)
Shortage of applicants	More aggressive recruitment in region Expanded recruitment to other regions Recruitment of nontraditional teacher prospects Alternative credentialing programs Accelerated credentialing programs
Lack of quality applicants	Alternative credentialing programs Recruitment of nontraditional teacher prospects Expanded recruitment to other regions
Lack of diversity or lack of teachers in particular subjects/areas	Targeted recruitment efforts Expansion of recruitment area Recruitment of nontraditional teacher prospects Targeted economic incentives
Inability to recruit for particular schools (working conditions)	Targeted recruitment efforts Targeted economic incentives Public relations/advertising campaigns
Economic: Opportunity costs/labor market competition	Salary increases/benefits Signing bonuses Career advancement/increased professionalism
Economic: Education debt assistance	Loan repayment/forgiveness Low-interest loans and stipends
Economic: Affordable housing	Housing allowances Mortgage assistance Provision of subsidized housing
Barriers to entry (credentialing)	Alternative credentialing programs Waivers of credential requirements Emergency certifications Accelerated credentialing programs
Red tape; bureaucratization of the hiring process	Simplification or streamlining of hiring procedures On-the-spot contracts

teacher recruitment. Of that number, legislatures in 19 states passed a total of 39 statutes designed to address the shortage of teachers.[10] This legislation focused primarily on enhancing teacher compensation and programs designed to encourage more individuals to enter the profession. At the local level, school districts and communities have been even more active, experimenting with a host of innovations in the area of teacher recruitment.

As both the elements of the problem and the various policies are presented, some patterns begin to form. In fact, it becomes clear that different policy alternatives can be matched to the particular elements that comprise the shortage problem. Table 1 maps the specific elements of the teacher shortage against the policy responses intended to address those issues.

As Table 1 suggests, specific policies that have been employed typically address only a portion of the overall problem. For example, in response to the notion that the hiring process for public school teachers is opaque or inaccessible—burdened by red tape—districts have simplified their hiring procedures. Such changes may result in an individual applying who was daunted by the process otherwise. It may also reduce the delays in offering a prospective teacher a contract, thus limiting the number of recruits lost to other schools or professions. What is extremely important to point out, however, is that a streamlined hiring process alone may have only a limited impact on the lack of adequate science and math teachers in a district's applicant pool. In other words, individual policies will not always address all of the components of the problem.

The following sections discuss these policy options in greater detail. In some cases, specific programs are referenced to provide examples of how these policies have been implemented. Additional details about programs whose names appear in *italics* can be found in the program summaries in the second part of this guide.

More aggressive recruiting efforts/recruiting out of area

Districts typically have looked to nearby college and university education programs for their supply of new teachers. In an effort to fill their classrooms, many districts have increased their promotion and outreach efforts locally. These activities include everything from increased attendance at college job fairs to radio and newspaper advertisements. The shortage also has forced districts to look much farther afield for candidates today. The Cal-teach program sponsors recruiting trips to other states in an effort to entice interested applicants to apply to California districts. Others have gone to even greater lengths. Cleveland, Baltimore, and other cities have tried to recruit math teachers from India.[11] Boston has imported math and science teachers from the Philippines. Other districts have sent recruiters to Russia, Austria, and Spain.[12] Chicago has been one of the most aggressive overseas, attracting teachers from 25 different countries.[13]

Alternative credentialing programs and recruiting midcareer/nontraditional applicants

A number of states and districts have implemented programs designed to expand the pool of new entrants to teaching focusing on individuals from fields outside of education. These efforts often target degree-holding professionals who have already established themselves in a particular career. Alternatively, recent college graduates are recruited. By combining these

efforts to recruit nontraditional candidates with alternative credentialing programs, districts can appeal to an untapped pool of applicants by making it easier for them to become teachers.

Alternative credentialing programs represent a shortcut around the multiyear teacher preparation curriculum offered by universities and colleges. The alternative programs take motivated individuals who are interested in education, and provide them with the necessary preparation and guidance to become successful teachers. They enable the individual to transition into teaching without taking time off to attend a university full time, or endure a multiyear marathon of part-time university enrollment. Instead, the participant can start teaching, earn a salary, and be on their way toward their teaching credential after just a few weeks.

Structure of alternative credentialing programs. Although the specifics of many of these training programs vary, they share a number of common characteristics. Typically, successful applicants to the program are provided with a few weeks or months of intensive instruction in the summer before the start of the school year. Most programs also must provide some form of emergency or temporary credential. Thus prepared, the teachers-in-training are immersed in the school environment and given a classroom assignment. Throughout the school year, mentor teachers provide support and feedback. The participants may take courses on pedagogy in the evening or on the weekend. Upon completion of the program, the graduate will be a certified teacher and will have amassed a considerable amount of teaching experience. It is worth noting that similar programs have emerged to develop school principals and administrators (see box on p. 20).

Although these programs follow the same basic approach, they do differ along a number of important dimensions. For example, some are state- or regionally-based; others serve a single district. The method of implementing the program also varies. The *Massachusetts Institute of New Teachers (MINT)* program and the *San Jose Teaching Fellows,* for example, contract with the *New Teachers Project* to provide technical assistance and training. A state-sponsored program in Georgia *(Teachers Alternative Preparation Program or TAPP)* partners with several universities, each responsible for providing the summer training for a particular state region. In Kansas, a university-based program at *Wichita State* provides all of the instruction and administrative support.

The length of the initial training session also varies. In Georgia, the summer program can be as short as four weeks. The training period for Connecticut's *Alternate Route* program lasts for eight weeks. The length of other programs fall in between these two.

Once the school year begins and the participants enter the classroom, the degree of interaction and follow-up mentoring takes on different forms. The *City on a Hill Teachers' Institute,* for example, is best described as a teacher incubator. The program's Associate Teaching Fellows spend one full year at City on a Hill public charter school, working closely with a mentor teacher in classrooms four days a week and participating in a day-long seminar every Friday. Fellows earn Massachusetts teaching certification through the program. The Institute then seeks to place fellows in positions in public schools in Boston and provides financial incentives to those who stay in Boston. Fellows receive follow-up support from The Teachers' Institute for the first two years of teaching as well.

Other programs are more decentralized in their approach to supporting the participants. In many, follow-up is the responsibility of the district that employs the individual teacher. After completing the initial training provided by the Georgia and Connecticut programs, for example, the new teachers are more reliant on their respective school district for mentoring, professional development, and ongoing support.

The most significant element that distinguishes some alternative credentialing programs from others is their *selectivity*. Eligibility requirements for the MINT program are extremely rigorous. College seniors and recent graduates, for example, must be in the top 10 percent of their class, have maintained a 3.5 GPA in their major, and scored at the 90th percentile on a national examination (e.g., the LSAT, GRE, etc.). The MINT program also gives preference to applicants seeking to teach in math and science. Despite this rigor, the program has averaged close to 1,000 applicants a year for its 125 signing bonus slots.

Not all of the programs described below are as selective. Instead, they accommodate a higher share of the individuals who meet the minimum program requirements (e.g., possessing a bachelor's degree, no criminal record, etc.). In some cases, selection really is not the responsibility of the program. Wichita State University accepts only those applicants who have been recently hired by an accredited school district. By doing so, they essentially delegate the selection process to the districts.

The resources to fund the programs represent different combinations of public funds and private dollars supporting them. Connecticut's Alternate Route program offsets the majority of its costs through tuition payments by the participants (approximately $3,000). Similarly, Wichita State University participants are responsible for all of the tuition costs. Not all of the MINT program participants receive a signing bonus. Those individuals can pay the $2,500 cost for the training program. For all of these programs, school districts can choose to sponsor individuals and offset the cost.

Finally, the programs presented here differ in terms of how teachers are compensated. For example, in San Jose, participants are paid on the same scale as other teachers with emergency credentials. Compensation for participants in the Georgia and Connecticut programs is determined by the local school district that employs them. The MINT program's signing bonus ($20,000 paid out over four years) provides an added incentive for the most promising participants.

Comparing alternative credentialing programs. The similarities and differences among

The most significant element that distinguishes some alternative credentialing programs from others is their selectivity. ... For the MINT program ... graduates must be in the top 10 percent of their class, have maintained a 3.5 GPA ... and scored at the 90th percentile on a national examination.

QUALITY VS. QUANTITY: ASSESSING PROGRAM OUTCOMES

Programs that provide an alternative route to receiving a teaching credential have been one of the more widely reported strategies to increase the supply of teachers in primary and secondary education. Since they bypass traditional teacher training programs, concerns have been raised as to whether the quality of instruction has been sacrificed in an effort to fill teaching slots.

Two national programs that provide alternative routes to the classroom, Teach for America (TFA) and the federal government's Troops to Teachers, have been the subject of external assessments. The two programs have slightly different emphases and foci. Teach for America targets districts and areas that have a particularly difficult time recruiting teachers, specifically those in rural and inner-city areas. Troops to Teachers focuses upon former military personnel in an effort to expand the pool of available teachers. Both aim to help individuals who possess bachelors' degrees in areas other than education make a transition into teaching.

Some effort has been made to assess the impact of these national programs on both student outcomes and the supply of teachers. Raymond, Fletcher, and Luque (2001) examined the impact that TFA teachers had on student outcomes in the Houston Independent School District, Texas, for a study sponsored by the Fordham Foundation. These researchers found that TFA recruits were more likely to hold bachelors' degrees compared to teachers recruited by other methods and that their influence on student achievement was always positive (if not statistically significantly different when compared with non-TFA teachers). The study also found that the TFA teachers were often placed in more challenging classes and were less likely to leave after their first year. Though a significant number of the TFA teachers stayed with the district at the end of their two-year commitment, they were more likely than non-TFA teachers to leave the Houston school district after two years.

The U.S. General Accounting Office conducted a process evaluation of the Troops to Teachers program (U.S. GAO, 2001) finding that the program has facilitated the transition of significant numbers of former members of the military to the teaching profession. Between 1994 and 2000, the program has resulted in the hiring of over 3,800 teachers nationwide. From the perspective of schools seeking to address shortages in particular areas, these teachers were more likely to teach math, science, or special education relative to all teachers nationwide. A much higher proportion of them were male (86 percent compared to 26 percent nationally) and represented minority groups (33 percent compared to 11 percent).

From a school district's perspective, these assessments suggest that alternative credentialing programs can fill gaps in the workforce and put effective teachers in the classroom.

these programs bring to light the various trade-offs that policymakers must take into consideration in thinking about alternative certification programs. The key features of variation can be summarized as follows:

- Scope of the program/area served
- Number of participants
- Degree of follow-up/mentoring
- Selectivity
- Program financing
- Compensation

From a policymaker's perspective, matching these programs to a district's particular needs and understanding how these features interact with one another is critical. For example, the Georgia and Connecticut programs are large, relatively broad-based efforts, with decentralized follow-up and mentoring. These programs could be capable of producing large numbers of teachers at a relatively low cost per individual. Alternatively, the City on a Hill and MINT programs represent more intensive and selective approaches to the problem. As such, they do more than just increase the number of teachers, but focus more specifically on the issue of quality. This focus comes at some cost. In general, the more intensive the program, the smaller number of teachers produced each year, at a higher cost per individual participant.

It is important *not* to equate a resource intensive program with a relatively small *bang* for the proverbial *buck*. Rather, it is more appropriate to conceptualize these programs for their potential to produce a return on the initial investment. A selective and intensive program comes with a substantial price tag per participant. But the programs are designed to produce high-quality teachers who will be in classrooms for several years. Therefore, the potential returns on the initial investment may be significant for many years to come. A larger, and less expensive, approach may turn out more teachers for the classroom. Absent the selectivity up front, and the support at the back end, one would expect a lower percentage of the participants to (a) teach at a high level, and (b) stay with teaching over the long haul.

The variety of funding sources and mechanisms used to support these programs reflects the trade-offs at stake. A tuition-driven program reduces the cost to the sponsoring district, on the one hand, while limiting selectivity of the participants, on the other. Alternatively, a district could subsidize the cost to the participant, be more selective about who enters the program, and in turn, hope to produce a greater proportion of quality teachers.

What this collection of programs does reveal about funding is that there are several different ways to finance such an effort. If a district did want to establish an alternative certification program, it might be possible to put together a creative combination of its own resources, private monies, and other government funds. Joining forces with other districts may also provide favorable economies of scale.

Accelerated credentialing and waivers

Most states have long maintained provisions for districts to hire teachers who do not possess the appropriate credentials for a given position, often on a temporary basis. In the face of a shortage, some of these regulations have been loosened, in other cases, districts appear to be using the option more often. The specifics may vary across states,[14] but in general, a district is able to hire someone without a teaching credential if they have completed a minimum amount of coursework and are in the process of completing

A number of universities have established programs to help individuals complete the requirements for a teaching credential in less time than a traditional education degree may require. These programs ... attract more individuals to teaching by reducing the time it takes to get a teaching credential.

the credentialing requirements. Often this strategy is employed when a credentialed teacher is asked to teach outside of their certified subject area or grade level.

A number of universities have established programs to help individuals complete the requirements for a teaching credential in less time than a traditional education degree may require. These accelerated programs have the potential to attract more individuals to teaching by reducing the time it takes to get a teaching credential.

Structure of accelerated credentialing programs. Participants in accelerated programs typically must possess a bachelor's degree. They then must complete a number of units in education and participate in a student teaching program. The precise courses required may vary relative to the participant's undergraduate transcripts and the state credential requirements. These programs are funded primarily by the tuition paid by the participants.

A number of factors distinguish accelerated programs from the alternative credentialing efforts described above. Completion of the coursework and student teaching in accelerated programs, for example, requires a full-time commitment of nine months to one year. In the alternative programs, the participants work full time while completing coursework part time. The entire process can span up to two years. In the alternative program, however, the individual is earning a salary. Participants in accelerated programs forgo full-time income. At the same time, they do not have to juggle being in front of a classroom five days a week while completing coursework in the evenings or on weekends.

Comparing accelerated credentialing programs. For illustrative purposes, this guide includes profiles of two accelerated programs in one state, one at a public university and the other at a private school. The programs at *Creighton University* and the *University of Nebraska at Lincoln* are typical of many available at education schools across the country. Their structure is nearly identical, requiring between 31 and 36 credit hours and a period of student teaching over the course of 12 months. Student tuition offsets the cost of the program.

Relative to the different elements of the teacher shortage outlined above, accelerated programs have the potential to increase the overall supply of teachers through an expansion in the number of recruits. By streamlining the coursework and process necessary to obtain a teaching credential, these programs could potentially attract individuals reluctant to sacrifice more than a year's worth of income to become a teacher. It is important to note that accelerated programs remove few of the barriers to entry to the profession. Instead, they

merely make it easier or faster to overcome these barriers.

Economic incentives

The recruitment of teachers should not be insulated from the economic pressures of the job market, the cost of higher education, or the cost of living in particular areas. Districts can, however, attempt to mitigate these forces through a variety of different programs. The general goal of these efforts is to expand the number of individuals interested in teaching. Specifically, they seek to offset the most significant economic cost of choosing to teach: the relatively low salaries associated with the profession.

The programs designed to address economic issues associated with the recruitment of teachers can take on a number of different forms. The cost to a district can also vary considerably, depending upon the type of benefits offered and how the program is structured. From a strategic standpoint, a district could reduce the overall cost of these economic incentives and address its most pressing needs by targeting the benefits to specific schools or subject areas.

Economic concerns: compensation and bonuses. The most direct way to address the problem is to increase the salaries of teachers across the entire salary structure. Many states and districts across the country have chosen this path. In state legislative sessions across the country in 2000, 11 passed laws that increased the compensation package of public school teachers. In many cases, districts augmented the salary and benefits of teachers at the local level. These changes often provided funding to increase the salaries of starting teachers as well as those throughout the pay scale. Other enhancements designed to make teaching a more attractive career option include the expansion of health care plans and increased pension contributions. The advantage of such a response is that it has the potential to increase the attractiveness of the profession to new teachers as well as contributing to the retention of current ones. The disadvantage of this approach is its overall cost as well as the fact that it does little to address problem areas such as math and special education teachers.

Signing bonuses for new teachers have the potential to attract new individuals while carrying a lower overall price tag relative to increasing teacher pay across the board. The structures of the bonuses vary. In some cases they take the form of a one-time cash payment paid to a teacher at the time the contract is signed. Florida, for example, offers $2,000 to new teachers.[15] Other districts have used bonuses that are paid out over time. Massachusetts is one of the most aggressive states in this regard. Each year, the state will pay up to 125 new teachers $20,000, payable over four years.[16] Other areas use bonuses to attract applicants from particular disciplines or for hard-to-recruit-for schools.

The *School District of Philadelphia* offers bonus incentives in an effort to address several different elements of the shortage issue. First, Philadelphia offers new teachers a signing bonus of $4,000, which is distributed over three years. Then, under the provisions of the district's most recent collective bargaining agreement, it can offer a bonus of $1,500 to teachers in particular high-need subject areas such as math, science, bilingual education, and special education. Finally, teachers willing to teach in "bonus" schools—schools that have traditionally had a difficult time recruiting and retaining teachers—can receive an annual bonus of $1,500 in addition to their base salary. The bonus school concept has the potential to introduce more stability of staffing in schools that traditionally had had problems with turnover.

A SHORTAGE OF SCHOOL LEADERS

Not unrelated to the problem of teacher shortages is the scarcity of individuals to fill leadership programs in schools. It is worth noting that a different set of forces affects the supply of future school principals. These leadership positions often are drawn from the pool of experienced teachers. Given the aging of the teaching workforce, this is not a pool that has been shrinking. One would suspect, then, that there would be ample numbers of individuals looking to move into the ranks of school leaders. The difficulty some districts are having when trying to fill principal and assistant principal positions may be not because there are not enough qualified people out there, but because those qualified people do not want to become principals.

For many experienced teachers, the prospect of moving into the principal's office holds little appeal. It offers added pressures and responsibilities in exchange for a modest increase in pay. Most important, many of these individuals became teachers because they enjoyed working directly with students. The administrative burden of school leadership severely limits that type of contact as well. In short, for an experienced teacher, the principal's job may represent enduring significant costs in exchange for limited benefits.

LEADERSHIP DEVELOPMENT PROGRAMS. In much the same manner as policymakers have experimented with various models to expand the pool of available teachers, others have begun to focus on the challenge of building the supply of school principals. Three of the more innovative efforts are included in Part Two of this guide.

Programs such as the *Principal Residency Network* and the *New Leaders for New Schools* represent a significant departure from the traditional path of school principals emerging out of the ranks of teachers. Both programs offer an accelerated route for potential principals as they attempt to match talented individuals with urban public schools. The *Fisher School Leadership Program* shares a similar approach, but is designed to prepare individuals to go on and start academically rigorous and effective public schools around the country. This program is one component of the Knowledge is Power Program (KIPP) dedicated to establishing top-quality schools in an effort to provide an educational alternative for underserved populations.

These programs provide aspiring principals with training and support to prepare them to run a school. All three feature some form of formal instruction and coursework, combined

with observation and experiential learning. For the Principal Residency Network and the New Leaders for New Schools programs, participants serve in a residency, varying from 12 to 20 months. The residency consists of working with, and learning from, a mentor principal in an urban school. Fisher Fellows first complete an intensive summer institute at the University of California, Berkeley. Over the next four months, fellows take part in a residency program which rotates them through several different exemplary schools. During this period, they will work closely with administrators and gain hands-on experience performing tasks such as fundraising, office management, and counseling.

LEADERSHIP PROGRAMS COMPARED. Given their nontraditional approach to the cultivation of school leaders, all three programs, not surprisingly, are administered by private, nonprofit organizations. Private foundations and other contributors provide the majority of the funding. The programs do provide participants with a stipend and other benefits to offset the costs of making this transition.

Another common trait shared by the three leadership development programs is their selectivity. In each case, they seek to first select very talented individuals and, then, prepare them to assume a leadership role in education. This selectivity, combined with the intensive approach to the development of each individual, results in relatively small number of trainees. The Principal Residency Network, for example, had 24 participants for the school year beginning fall 2001. That same year, the New Leaders for New Schools programs first cohort of 15 individuals began their residencies. The "class of 2001" for the Fisher Fellows program consisted of 11 participants.

Significant differences distinguish these programs. First, the Fisher Fellowship is committed to the creation of exemplary schools for under-served students, as well as the philosophy of the KIPP program in particular.[18] The expectation is that the schools started by its graduates will eventually become part of the KIPP network of schools. Although participants who complete the other programs may end up starting a community school, that is not the central focus of the preparation. A second difference between the programs is geographic. The Principal Residency Network, for example, is concentrated in New England. The New Leaders program participants will be serving their residencies in Chicago, New York City, and northern California. Fisher Fellows are starting schools in locations across the country.

Economic concerns: Education debt assistance. Similar to the concept of signing bonuses, some districts offer loan forgiveness or education assistance in an effort to induce more individuals to become teachers. Given that the average undergraduate leaves college with over $20,000 in loans, the prospect of having help retiring that debt can be quite attractive. Like signing bonuses, this assistance can take the form of a one-time check or be spread out over a set number of years.

These education assistance programs attempt to offset the rising costs of college. The loan forgiveness programs represent a relatively modest benefit given the large amounts of debt that undergraduates accumulate. More importantly, they represent a benefit to individuals who have already chosen to be teachers. These programs, therefore, may enable one district to be more competitive in the recruitment process relative to another not offering the benefit, but they are unlikely to greatly increase the supply of potential teachers.

The *North Carolina Teaching Fellows* program represents a variation on the idea of offsetting the cost of higher education while focusing more directly on expanding the supply of teachers. This program awards 400 high school seniors scholarships for $6,500 a year to offset the cost of their undergraduate education. Teaching Fellows must then teach for five years in a public school following graduation. The program specifically targets minority and male high school students for recruitment.

Economic concerns: Housing costs. The combination of low teacher salaries and rising real estate prices can create a real barrier to recruiting teachers in some areas. Federal, state, and local governments have developed programs to make home ownership a possibility for teachers. The U.S. Department of Housing and Urban Development's *Teacher Next Door* program makes foreclosed FHA homes available at one-half the listed HUD price. The houses must be located within the boundaries of the school district in which the teacher is employed and must be owner-occupied for a minimum of three years.

The state of California has taken a different approach to the same problem. *California's Extra Credit Teacher Program* provides low-interest, 30-year mortgages *and* up to $7,500 in down payment assistance to help teachers and principals purchase homes in the state. To qualify, applicants must be employed at a designated low-performing (below the 30th percentile) school. By targeting the assistance, the Extra Credit program addresses

Given that the average undergraduate leaves college with over $20,000 in loans, the prospect of having help retiring that debt can be quite attractive. Like signing bonuses, this assistance can take the form of a one-time check or be spread out over a set number of years.

two different elements of the shortage issue: both the economic concern of affordable housing and the problem of recruiting and retaining teachers for low-performing schools.

The city of San Jose realized that as home prices skyrocketed, teachers were quickly being priced out of the market. In response, the city created the *San Jose Housing Department's Teacher Loan Program.* The program provides individual teaching students who reside in San Jose with a $40,000, no-interest loan. The loan is repayable when the house is sold, or at the end of 30 years. Assuming a 7 percent mortgage rate, the loan is worth over $200 a month, or $2,800 a year, to the teacher.

Other ways to offset the cost of housing include subsidizing housing in the form of an allowance or negotiating below-market-rate leases with property owners.

Streamlined/applicant-friendly hiring processes

When teachers are in short supply, one teacher may have multiple job offers. As a result, the district must keep in mind that applicants will be judging it in much the same way it is assessing applicants. A streamlined and efficient hiring process, therefore, is a chance to make a good first impression. In an effort to reduce the bureaucratic burden of applying for a teaching position, some districts have reconfigured their application processes. These modifications include online applications, the establishment of recruitment centers, and conducting initial interviews at job fairs. Some districts have gone as far as to authorize their human resource directors to offer *on-the-spot contracts* to qualified applicants.

In addition to projecting a positive image to potential recruits, districts that are able to be responsive and make offers to applicants quickly have an advantage in the race to recruit teachers. Some districts have chosen to decentralize the process so that recruiters can offer a contract to an applicant *on the spot.* The Seminole County (Florida) School District has taken this idea a step further. There, recruiters will sign promising individuals to contracts in late winter or early spring even though they have not officially determined the number of positions they will need to fill for the following year. By being able to commit early to these applicants, the district gains the upper hand over its competitors who can only offer the *promise* of a contract.

Regardless of shortage issues, it is in a district's interest to thoroughly review its hiring process. Such a review should identify the number of steps involved, the forms that need to be filled out, and how long it takes before a final decision is made. An essential component of the process is to examine how the district communicates with applicants. A thorough review of the hiring procedures should reveal how accessible the process is and whether changes would make it more applicant friendly.

Teacher retention

Like Sherlock Holmes's nonbarking dog, the key to a district's teacher shortage problem may not be what they *are* doing to recruit new teachers, but what the district is *not* doing to retain its current ones. Teacher turnover is a critical factor contributing to the number of teachers a district needs to hire each year affecting both the supply of, and demand for, teachers. The equation is simple: Every teacher retained from the prior year is one fewer the district must recruit.

The preceding section suggested dissecting the larger problem of a diminished supply of teachers into its different components. In much the same way, it is important to appreciate the variety of

elements that contribute to teacher exit as well. In some cases, teachers may leave because of their spouse getting a job in another area or due to a change in their family situation. There might be very little that the district could do to change that decision. Others may leave to take a job in another district or at a private school. Some may leave the profession altogether. The reasons driving these decisions may be economic. If that is the case, many of the economic-related recruitment strategies identified in Table 1 could be restructured as retention programs. If, however, individuals leave teaching jobs in the district because of a perceived lack of support from the administration, frustration with district/school policies, or a general sense of burnout, then a district needs to determine what type of changes could be made, and whether the district has the authority to make them.

Most districts already administer programs that could fall under the heading of retention activities. District-sponsored continuing education and professional development programs, for example, have the potential to strengthen the ties between individual teachers and schools or districts. As the supply of teachers has become tighter, however, districts have turned to more innovative approaches to address some of the factors that contribute to the shortage.

Structure of retention programs. Four different programs are discussed here in an effort to illustrate the range of activities that districts have implemented. Each is designed to encourage existing teachers to continue teaching, but they address a different aspect of the problem.

In Los Angeles, the *Professional Development Schools Partnership* has emerged in response to a problem unique to an era of shortage. Los Angeles area schools have had to employ teachers with emergency credentials in an effort to meet a growing demand for teachers. Issuing emergency credentials, however, represents a short-term solution to a much longer term problem. In response, the districts have partnered with local universities to develop credentialing programs specifically designed to meet the needs of those individuals already teaching. The goal is to make it easy for teachers with emergency certificates or waivers to access the coursework necessary for them to become fully credentialed in the areas they are currently teaching. The partnership addresses retention issues on two fronts. First, it helps reduce the barriers for relatively new teachers to become fully credentialed. Second, it has the potential to serve as an attractive professional development option for more experienced teachers to add new subject areas or otherwise enhance their credentials.

The *Santa Cruz New Teachers Project* represents a classic approach to teacher retention—mentoring—with a new administrative twist. Acknowledging that the first years of teaching are the most difficult, the program pairs new teachers with more experienced ones for mentoring. What is unique about the Santa Cruz program is that it is based out of the University of California at Santa Cruz and serves several school districts in a three-county area. By administrating the program in this manner, it removes the administrative burden from principals or district personnel. Instead, those administering the program have one focus: supporting new teachers. This important task, then, is unlikely to be overwhelmed by the other responsibilities of running a school or district. The structure of the program also enables it to realize some economies of scale.

The *New Teachers Network*, operated by the Center for School Improvement at the University of Chicago, represents a more intensive version of

The programs discussed here represent a range of innovative programs designed to help districts retain teachers. They focus on the specific problem of supporting teachers early on in their careers as well as the larger issue of the career path that awaits more experienced teachers.

the Santa Cruz model. The New Teachers Network is a cohort program that provides support for first and second year teachers. Participants attend a workshop in the summer prior to their first teaching assignment. They then take part in a number of development and support activities over the course of the next two years. By keeping the group together and providing multiple points of access for these new teachers to get help, the New Teachers Network tries to help the district hold onto good teachers.

The *Teacher Advancement Program* represents perhaps the most holistic approach to the issue of teacher retention. This program seeks to retain teachers by overhauling and restructuring the career path and rewards associated with the teaching profession. The Teacher Advancement Program, sponsored by the Milken Family Foundation, offers multiple career paths to teachers that enable them to advance their careers without having to leave the classroom and become administrators. It also proposes increased compensation for teachers and expanded, ongoing professional development, much of it developed on site. New categories of teachers—mentor teachers and master teachers—would be responsibility for the creation of these professional growth programs. In this way, the Teacher Advancement Program will enable schools to offer current teachers new challenges that will keep them engaged in the profession, while compensating them for taking on those responsibilities.

Comparing retention programs. The programs discussed here represent a range of innovative programs designed to help districts retain teachers. They focus on the specific problem of supporting teachers early on in their careers as well as the larger issue of the career path that awaits more experienced teachers.

From a policymaker's perspective, the trade-offs are relatively straightforward. The Santa Cruz program is designed to address a specific, short-term problem of providing some additional support to teachers in their first or second year. The program estimates it costs less than $60 per participant to deliver this support. At the other end of the spectrum, the Teacher Advancement Program represents a far more extensive approach to retention. Not surprisingly, it requires the greatest degree of change on the part of a district. It also is expected to cost a school an additional 6 to 8 percent more each year once implemented. This degree of investment may be proportionate to the program's goal, which is to simultaneously raise the stature of the teaching profession as well as the quality of instruction.

These examples, then, illustrate the spectrum of responses to improve teacher retention from which a district may choose to address its own specific needs.

Some strategic considerations The above discussion provides a starting point and direction for community leaders to begin to address the problem of teacher shortages systemically. In addition to correctly diagnosing the nature of the shortage problem in a particular region, there are a number of other considerations that policymakers should take into account when attempting to match policy alternatives to problems. These considerations, in general, flow from the assumption that school districts do not have unlimited resources to devote to the recruitment and hiring of teachers. Districts, therefore, should look to maximize the return on their investment in new policies.

A numbers game: Do the benefits justify the costs?

When examining policy alternatives, it is worthwhile to consider just how many new teachers a particular strategy could yield relative to the cost. For example, if a school district is looking to fill 1,000 teaching positions—the situation the Baltimore school district found itself in the summer of 2001—an overseas strategy that produces 5–10 new teachers may not be worth it. The cost of such a program would be high relative to increased domestic recruitment and the yield may be a small percentage of the overall need.

At the same time, a costly strategy may be worth it if the successful recruits teach in the fields where the shortage is most severe. More far reaching, and expensive, recruitment efforts make more sense from a cost perspective if they concentrate on finding new science and math teachers. Similarly, signing bonuses for all new teachers make sense if the district is facing a shortage that spans all grade levels, subjects, and concentrations. If, however, a district does not have a problem recruiting teachers for primary grades but is desperately in need of special education instructors, it may be more rational to use bonus money to entice individuals with special education credentials.

Finally, it is necessary to incorporate quality issues into any *bang-for-the-buck* calculation. Some programs cost more per participant because they are providing more services. And, presumably, those additional services produce a higher quality outcome. Examples of such cases have already been discussed relative to the alternative credentialing programs and teacher retention efforts. In both cases, more extensive—and more ambitious—programs carried a higher price tag. Districts need to determine whether the goals of such programs match their needs as well as weigh whether potential benefits offset the additional costs.

The numbers game, then, has three components. First, will the policies being pursued fill the gap between supply and demand? Second, do the chosen strategies increase the number of teachers in a cost-effective manner? And third, does the program produce outcomes at a level of quality that meets the district's needs?

Who has control over which policy options?

An individual district may have control over some policy decisions but not others. It is important to be able to identify which variables and alternatives are within the district's purview and which are not. To begin with, the district maintains little to no control over several critical elements in the teacher shortage equation. Demographic changes, for example, which drive enrollment growth, will fluctuate independently of actions taken by school officials. Similarly,

macroeconomic changes determine just how hard a district must compete with other professions for teachers. In a growing economy, with a tight labor market, recent graduates and mid-career individuals will have more options for employment. In contrast, a higher level of unemployment and fewer job openings typically mark an economy that is not growing as fast. Though changes in the regional labor market will have a significant impact on the ability of a district to find teachers, education leaders have no control over its rise and fall.

Other variables may be amenable to policy changes, but the authority to make those changes resides beyond the district or is a shared responsibility. State policymakers typically determine certification and credentialing standards. A district may decide to what degree it wishes to utilize emergency credentialing options and waivers, but the decision to make available such options happens in the state capitol. The control over some elements of teacher compensation also is shared with state government. States play a central role in the management of retirement programs, for example. And, in some cases, state authorities either set salary scales or determine some of the parameters such as minimum salary levels.

The shared authority over teacher compensation has a bright side as well. Some state governments can be a source of resources and support for districts. The Florida teacher recruitment incentive program, for example, combines a $1,000 signing bonus from the state that is matched with $1,000 in district funds.

Districts remain responsible for several important policy decisions, however. Recruitment methods and strategies are local decisions. District officials set parameters for much of the application process and hiring procedures. And, elements of a teacher's compensation can be augmented at the local level. Collective bargaining agreements do constrain decisions about some of these elements. As many of these policy proposals discussed here improve the work environment and/or the compensation for teachers, many districts and unions have been successful in finding common ground when negotiating around these issues.

In thinking strategically, then, education leaders must interject political and institutional variables into their calculations. The task is more than simply diagnosing a problem and identifying the appropriate policy option. They must also consider whether that policy is something that they have the power to change. This observation is not intended to suggest that districts avoid policies that necessarily involve state or federal agencies. Indeed, these entities could be leveraged for resources. What is necessary is an ability to

Though changes in the regional labor market will have a significant impact on the ability of a district to find teachers, education leaders have no control over its rise and fall. A higher level of unemployment and fewer job openings typically mark an economy that is not growing.

If a district is going to maximize its return on its investment in new programs, there needs to be some way to know if its program is having any effect on the problem it was intended to address and to build in some method to monitor performance. A district establishing a mentoring program in an effort to retain first- and second-year teachers ... should begin to keep track of information that could be used to assess the impact of the program.

understand the commitment in terms of time and political capital that the pursuit of particular policies may require.

Measuring performance

Despite the great variety of programs identified in this guide, one generalization can be made: Relatively little information is available upon which their performance can be assessed. With only a few notable exceptions (see box on p. 16), most of the programs described here do not have readily available performance data nor have they been subjected to an evaluation of their outcomes.

The absence of outcome measures can be explained, in part, by the newness of the programs. Many have been implemented in the past year or two. As a consequence, it is difficult to assess the impact of a program designed to have a long-term impact on the supply or quality of teachers after only 12 months of operation. At the outset, however, a program should be prepared to collect basic process information, e.g., the number of individuals participating, the cost of the program, where do the participants go, etc. More extensive outcome assessments should also be included in the design.

If a district is going to maximize its return on its investment in new programs, there needs to be some way to know if its program is having any effect on the problem it was intended to address and to build in some method to monitor performance. A district establishing a mentoring program in an effort to retain first- and second-year teachers, for example, should begin to keep track of information that could be used to assess the impact of the program. This data might include the number of teachers from this target group who leave each year, where they go, and their reasons for leaving.

Absent such performance information, a district will not know if the effort and funds it devotes to the program are having any impact. If not, those resources could be better spent elsewhere.

Zones of wishful thinking: How valid are our assumptions?

Hill and Celio noted that significant *zones of wishful thinking* were implicit in many proposals for school reform.[17] These zones represented the

events that had to occur for a reform to be successful, but were not necessarily part of the reform. The policies to address teacher shortages are accompanied by similar, if perhaps smaller, zones of wishful thinking.

The zone of wishful thinking in the case of teacher recruitment revolves around ideas about who *might* be interested in becoming a teacher, for the most part. Many of the policies discussed above assume the presence of a theoretical pool of individuals who would consider applying for a teaching position if only

- The compensation was better, or
- It was easier to apply, or
- There were fewer certification requirements, etc.

While such a group of potential teachers may be out there, there is no guarantee. And, interest in pursuing teaching as a profession may vary as a region's economic environment changes.

Also within the realm of wishful thinking is the notion that a district will be patient enough to fully implement a policy despite political and practical pressures. The establishment of an intensive alternative credentialing program, for example, will take a degree of time and is unlikely to produce enough teachers to meet all of the district's needs in the first year. As a consequence, the district may have to rely on shorter term strategies to fill vacancies until it can develop more sustainable long-term solutions. Over time, a district could use an alternative credentialing model to produce a cadre of high-quality, dedicated teachers. The critical question would be whether a district's political climate and other needs afford it that time.

In choosing among alternatives, policymakers should ask whether there is evidence to support *wishful thinking* in this regard. Past performance or the experience of other districts may offer some insight as to how valid such assumptions are. Sometimes, a district will be entering uncharted territory by experimenting with a new policy, however. In these situations, it is imperative that the necessary conditions for the success of the policy are identified and carefully monitored once the policy is implemented.

Conclusion: Pulling it together

The goal of this guide is to assist a district in dealing with the myriad of variables that must be considered in developing a strategy to respond to the teacher shortage. It has attempted to identify the different elements involved, provide some order to them, and then offer a framework within which a district can begin to assess its own situation. What is important to note is that both the problem and resources available to address an inadequate supply of teachers will vary across districts. Therefore, the policies districts choose to respond to this challenge will be equally varied.

For example, one district may review its situation and conclude that the overall supply of teachers is sufficient, but hiring for specific areas remains difficult. Under these circumstances and assuming resources are available, this district may begin to develop its own alternative credentialing program only for math or sciences teachers. Over time, the district could adjust this approach to fill specific gaps in its workforce.

Another district may face a similar problem but is constrained more by resources. It may also discover that it loses a significant number of teachers in high-need areas to other districts. From a strategic standpoint, the most cost-effective strategy may be to try to improve compensation to retain as

many of its existing teachers while focusing its recruitment efforts on teachers currently employed in private or parochial schools. This approach may not have the same political appeal of some of the more publicized innovations to recruit teachers, but it may be a very practical plan from the perspective of the district.

Finally, while these different policies have been treated separately for the purposes of discussion, it is more likely that the most sensible course for a district to take is to utilize them in combination with one another. Under ideal circumstances, a district may devise a comprehensive approach to its teaching staff that incorporates several difficult elements of the programs discussed here, as well as a full-blown retention effort. At a minimum, districts should understand what these different policies do and do not accomplish, and plan accordingly.

Notes

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[11]Townsend, Angela, and Janet Okoben. "Cleveland Looking to India for Teachers." Cleveland *Plain Dealer*, February 28, 2001.

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[15]Bousquet, Steve. "Bonuses Part of Bush Plan for Teacher Recruitment." Miami *Herald*, January 12, 2001.

[16]Massachusetts Department of Education. "The Massachusetts Signing Bonus for New Teachers and the Massachusetts Institute for New Teachers (MINT)." Online: http://eq.doe.mass.edu/mint, September 2001.

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[18]The KIPP program is based on five principles: high expectations that are clearly defined and measurable; choice and commitment for families and teachers in selecting a KIPP school; more time for instruction, including an extended school day; power to lead and freedom for school administrators to make decisions; and a focus on results with an emphasis on performance and accountability.

TABLE 2	MATCHING PROGRAMS TO PROBLEMS									
	NUMBER OF APPLICANTS	QUALITY OF APPLICANTS	LABOR MARKETING & SALARIES	EDUCATION COST/DEBT	HOUSING	BARRIERS TO ENTRY	RED TAPE	SUBJECT AREA SHORTAGES	HARD-TO-RECRUIT-FOR SCHOOLS	RETENTION
NATIONAL PROGRAMS										
Teach For America	•	•		•		•	•		•	
Troops-to-Teachers	•					•		•		
New Teacher Project	•	•		•**		•				
ALTERNATIVE CREDENTIALING										
City on a Hill	•	•				•				
S.J. Teaching Fellows	•					•				
MINT	•	•	•*			•		•		
Wichita State	•					•				
Georgia's TAPP	•					•				
Alternate Route (Ct)	•					•				
ACCELERATED CREDENTIALING										
U. of Nebraska	•									
Creighton University	•									
ECONOMIC INCENTIVES										
Philadelphia Bonuses	•		•					•	•	
NC Teaching Fellows	•			•						
HUD Teacher Next Door	•				•					
CA Extra Credit	•				•					
S.J. Teacher Housing	•				•					
TEACHER DEV./RETENTION										
Begin. Teacher Supp./Asses.										•
Teacher Advancement			•							•
Santa Cruz New Teachers										•
New Teachers Network										•
LA Prof. Dev. Partnership										•
Detroit Urban Systemic	•					•		•		•
LEADERSHIP DEVELOPMENT										
Broad Found. Urban Superintendents Acad.	•	•								
New Leaders/New Schools	•	•								
KIPP/Fisher Fellowships	•	•								
Principal Residency Network	•	•								

*For those individuals who are selected to receive the MINT bonus.
**Beginning in 2002, financial assistance will be available to offset the costs of teacher training.

NATIONAL PROGRAMS

PROGRAM NAME: Teach For America (TFA)

DESCRIPTION: A two-year program to place recent college graduates in under-resourced elementary and secondary education in both urban and rural public schools. Once recruits are selected and hired in a particular region to teach they must complete an intensive five-week training program and 12 hours of independent observation in public school classrooms. The training program offers the recruit the opportunity to teach summer school classes, attend lectures, workshops, and discussion sessions. Recruits typically teach in the same school for two years under experienced mentor teachers while assisting first-year recruits in their second year.

PROGRAM MISSION/GOAL: Teach For America's mission is two-fold: first, to immediately provide students in low-income communities with excellent teachers, and second, to build a force of leaders who will work throughout their lives to increase opportunities for all children. The organization is driven by its vision that one day, all children will have the opportunity to attain an excellent education.

LOCATION(S): Currently: Atlanta, Baltimore, Bay Area, Chicago, Houston, Los Angeles, Mississippi Delta, New Jersey, New Mexico/Navajo Nation, Greater New Orleans, New York City, North Carolina, Phoenix, Rio Grande Valley, Rural Louisiana, and Washington, D.C. In the near future: Detroit.

SCALE: Today over 1,700 corps members reach more than 100,000 students at 16 locations across the country. Over 8,000 corps members have taught since 1990. The organization is working to more than double in size by 2005, to more than 4,000 corps members.

COST: More than $8,000 per corps member per year, totaling nearly $16 million in Fiscal Year 2001.

HOW IT WORKS/DISTRICT INVOLVEMENT PROCESS: After completion of the summer training recruits receive a guaranteed salary of $21,000 to $36,000 plus benefits (salary figures dependent upon the school district), student loan deferment, an AmeriCorps education award of $9,500 ($4,725 for each year served) after completion to aid with student loan payments, and need-based grants and no-interest loans for transitional expenses ranging from $1,000 to $4,800.

New districts wishing to get involved should contact Dr. Nicole Baker (see below) for research and assessment of expansion feasibility.

HOW FINANCED: Financially supported by gifts and grants from corporations; foundations; individuals; and local, state, and federal governments.

AGE OF PROGRAM: Begun in 1990.

PERFORMANCE INFORMATION: In a study conducted by Margaret Raymond, Stephen Fletcher, and Javier Luque, sponsored by the Thomas B. Fordham Foundation, of the impact the TFA teachers had on student outcomes in the Houston Independent School District, Texas, it was found that TFA recruits were more likely to hold bachelors' degrees and that their influence was always positive (if not statistically significant compared with non-TFA teachers). The study also found that the TFA teachers were often placed in more challenging classes, were less likely to leave after their first year, and were more likely to stay on as teachers within the district after their TFA commitment was fulfilled.

SPECIFIC NEEDS MET: TFA helps to supply teachers for needy inner city schools and under-represented rural school districts at all grade levels. The organization also seeks to build a force of leaders nationwide who will work at every level of policy and in every professional sector with the insight and commitment to be effective advocates for change.

CONTACT INFORMATION:
General Information:
Dan Park (212) 279-2080, x109
info@teachforamerica.org
www.teachforamerica.org

New District Involvement:
Dr. Nicole Baker, Vice President of Site Expansion
nbaker@teachforamerica.org

PROGRAM NAME: Troops to Teachers Placement Assistance Program

DESCRIPTION: Provides a referral service for the training and placement of discharged, qualified military personnel who seek a second career in education. This program targets those who already have bachelors' degrees and those who have completed their education at a military institution of higher education, mainly commissioned and noncommissioned officers with one or more military occupational specialties. Offers online registration for schools and school districts in need of teachers, or wanting to participate in the program.

PROGRAM MISSION/GOAL: To help provide understaffed schools with well-qualified teachers from diverse backgrounds, to provide teachers that are positive role models for students, and to aid ex-military personnel with alternative certification to become teachers.

LOCATION(S): There are 24 state offices, generally in larger states with many military bases and greater teacher shortages. See TTT website for both office locations and school/district positions available across the U.S.

SCALE: To date over 3,000 ex-military personnel have completed their teaching certification. Annually, over 500 people aided in training, and over 2,000 school districts are currently involved.

HOW IT WORKS/DISTRICT INVOLVEMENT PROCESS: There is no burden to a school district wishing to become involved and they may paste a vacant position on the TTT website free of charge.

COST/HOW FINANCED: In 2001, $3 million allocated to the Department of Education to continue the Troops to Teachers program; previously $750,000 allotted per year. A possible $30 million may be allotted for the Fiscal Year 2002, as TTT may begin a program of financial assistance for ex-military personnel to be trained as teachers, including for the first time the National Guard and the Reserves.

AGE OF PROGRAM: Inception, January 1994.

PERFORMANCE INFORMATION: Current statistics indicate 85 percent of TTT participants trained are men, 25 percent become elementary school teachers, 33 percent are minorities, 24 percent teach in both rural and inner city districts, 40 percent teach Math, Science, and Special Education, and 75 percent remain in teaching or in administrative positions after 5 years.

SPECIFIC NEEDS MET: Provides quality teachers from diverse backgrounds as positive role models, while helping to train retired military personnel for a second career. Many of the newly certified teachers are male, helping with gender diversity in the teaching workforce

CONTACT INFORMATION:
Defense Activity for Non-Traditional Education Support (DANTES)
ATTN: Troops-to-Teachers
6490 Saufley Field Road
Pensacola, FL 32509-5243
(800) 231-6242
ttt@voled.doded.mil
http://voled.doded.mil/dantes/ttt/

PROGRAM NAME: The New Teacher Project

DESCRIPTION: The New Teacher Project is a nonprofit consulting group that partners with school districts, states, and other educational entities to enhance their capacity to recruit, select, train, and support outstanding new teachers. The organization leverages the highly successful strategies of Teach for America to recruit, select, and develop new teachers for difficult-to-staff school districts. The New Teacher Project is most recognized for developing and implementing the Massachusetts Institute for New Teachers (MINT) through the Massachusetts Department of Education, the New York City Teaching Fellows, and the D.C. Teaching Fellows Program.

PROGRAM MISSION/GOAL: To partner with educational entities to increase the number of outstanding individuals who become public school teachers; and to create environments for all educators that maximize their impact on student achievement

LOCATION(S): New York City; Washington DC; San Jose, CA; Denver, CO; Kansas City, KS and MO; Baton Rouge, LA; Duval County, FL; Dallas, TX; Los Angeles, CA; Baltimore, MD; Atlanta, GA; Prince George's County, MD; state of Arkansas; and state of Massachusetts, among others.

SCALE: Over 2,600 new teachers prepared to date in 19 programs across 10 states. For the school year 2002–2003 The New Teacher Project will attract and develop approximately another 2,000 new teachers.

COST: Dependent upon the scope and scale of each Project, ranging from $25,000 to $2,200,000 in the school year 2001–02.

HOW IT WORKS/DISTRICT INVOLVEMENT PROCESS: School districts wishing to get involved may contact The New Teacher Project directly to assess their particular challenges and needs and develop a customized program based upon those needs. The New Teacher Project offers end-to-end services in creating and running an alternative route that attracts young and midcareer professionals to the field of teaching. The New Teacher Project will work with a school district to set specific targets, develop an aggressive recruitment campaign, implement a rigorous selection model, run a 6–8 week training institute, deliver the guaranteed number of outstanding new teachers, and craft a structure for ongoing support for the new teachers. These new teachers will be enrolled in a certification or Masters' program to be completed within the first two years of teaching. The certification/Masters' fee may be covered by the participants themselves, by the district for which they will teach, or some combination of the two.

HOW FINANCED: The New Teacher Project received its initial (and only) loan from the Pisces Foundation to cover startup costs for the organization. As a revenue-generating nonprofit, The New Teacher Project is migrating towards a self-sustaining model and will repay this initial loan in the process. In 2001, The New Teacher Project applied for and received a substantial award from the federal Transition to Teaching grants that will be used to cover operating costs for programs in seven school districts.

AGE OF PROGRAM: Begun in 1997.

PERFORMANCE INFORMATION: Although the organization is still young, initial results for its 2001–02 Alternate Route programs are available. Across all these programs, The New Teacher Project received an average of eight applications for every vacancy. Of the participants selected for these programs, the average GPA is 3.2. Additionally, 31% of all participants hold advanced degrees and 48 percent of the participants are people of color. These new teachers hail from diverse backgrounds and include an Assistant U.S. attorney, a Senior Economist at the Department of Agriculture, a partner at a Silicon Valley Venture Capital firm, and a writer for the New York *Times*.

SPECIFIC NEEDS MET: Provides high-quality teachers, instilled with the belief that they are solely responsible for effecting significant gains in student achievement for every student in their classrooms, to low-income and otherwise needy school districts.

CONTACT INFORMATION:
The New Teacher Project
304 Park Avenue South, 11th Floor
New York, NY 10010
(212) 590-2484 x1031
info@tntp.org
www.tntp.org

ALTERNATIVE CREDENTIALING PROGRAMS

PROGRAM NAME: The Teachers' Institute at City on a Hill

DESCRIPTION: The Teachers' Institute recruits excellent recent college graduates and professional candidates to become Associate Teaching Fellows in the City on a Hill public charter high school. Fellows spend one full year at City on a Hill, working closely with a Mentor teacher in classrooms four days a week and participating in a day-long seminar every Friday. Fellows earn Massachusetts teaching certification through the program. The Institute then seeks to place Fellows in positions in public schools in Boston and provides financial incentives to those who stay in Boston. Fellows receive follow-up support from The Teachers' Institute for the first two years of teaching as well. Benefits in the first year include a $15,000 stipend, full medical and dental insurance, and credit for six courses towards their Master's Degree in Education at the University of Massachusetts at Boston.

PROGRAM MISSION/GOAL: "To recruit, prepare and sustain excellent urban public high school teachers. The Teachers' Institute, a school-based school of education, works to improve fundamentally the achievement of urban public high school students by changing who teaches the core academic subjects–English, history, mathematics, science and Spanish–how they teach, how they achieve and disseminate results, and why they stay in teaching."

LOCATION(S): Boston, Massachusetts

SCALE: The Institute prepared five Fellows in both its first and second years. The Teachers' Institute will expand within City on a Hill until the school is training 25 educators per year and will begin to work with other schools and school systems to start and run similar programs.

COST: Currently, the cost per Fellow is approximately $25,000. That amount includes the honorarium, health and dental insurance, Mentor stipend, fees for workshop leaders and guest speakers at the weekly seminars, and a portion of the site director's salary.

HOW FINANCED: To date, The Institute has raised over $1,000,000 through donations and grants received from the following entities: The Annie E. Casey Foundation, The Jessie B. Cox Charitable Trust, Fidelity Foundation, Harvard Business School (in-kind), The Hildreth Stewart Charitable Foundation, Max Kargman Fund, Massachusetts Department of Education, The Minnie Parker Charitable Foundation, The Harold Whitworth Pierce Charitable Trust, The Pumpkin Foundation, The Roblee Foundation, The Simon Brothers Foundation, The Spencer Foundation, State Street Global Philanthropy Program, The Stratford Foundation, U.S. Education Department, and The Verizon Foundation.

AGE OF PROGRAM: Pilot year, 2000–01 school year.

PERFORMANCE INFORMATION: The Institute is in the process of collecting information on its participants and their progress after completion of the program.

SPECIFIC NEEDS MET: The Teachers' Institute only certifies those teachers who prove they have the tools to help students achieve at a high level, thereby assisting Boston public high schools in obtaining higher quality teachers.

CONTACT INFORMATION:
Mr. Jesse Solomon, Executive Director
The Teachers' Institute at City on a Hill
320 Huntington Avenue
Boston, MA 02115
(617) 262-9838 x101
Jesse_Solomon@cityonahill.org
www.cityonahill.org

PROGRAM NAME: San Jose Teaching Fellows

DESCRIPTION: Fellows participate in a six-week summer training program before committing to teaching for two years in the San Jose Unified School District. Benefits include full medical care, intensive preservice training, and ongoing classroom support. Additionally the fellows are enrolled in an accelerated teaching credential program at San Jose State University during the first year, and may continue their education for a second year to obtain a Master's degree from the University.

PROGRAM MISSION/GOAL: In coordination with The New Teacher Project, the Fellowship targets professionals, midcareer, and other outstanding individuals for employment in the school district who had not previously considered an education career, or who do not have an education background. "The vision of the Fellowship is to effect significant gains in student achievement by placing our best minds in our city's schools."

LOCATION(S): San Jose, California

SCALE: 75–100 teachers trained in the first year.

COST: $170,000 for administration and six-week training session. Tuition costs at San Jose State are paid by the participant.

HOW FINANCED: The San Jose Unified School District funds the program.

AGE OF PROGRAM: Begun in 2001.

PERFORMANCE INFORMATION: N/A

SPECIFIC NEEDS MET: To increase student performance and teacher quality in San Jose.

CONTACT INFORMATION:
(408) 535-4730
info@sjteachingfellows.org
www.sjteachingfellows.org

PROGRAM NAME: Massachusetts Institute for New Teachers (MINT)

DESCRIPTION: Through a seven-week intensive training program, participants will receive accelerated teaching certification. Targeted at recent college graduates, midcareer professionals, and college seniors who wish to teach in Massachusetts's public middle and high schools. Participants are divided into four categories: (1) those attending as part of the MA Signing Bonus program who will receive a $20,000 signing bonus paid over four years, contingent upon employment in MA schools; (2) those attending on a scholarship; (3) those paying privately for the institute at $2,250 for tuition; and (4) those who have their tuition sponsored by a MA school district. The MINT manages and runs the selection process of these participants as a part of The New Teacher Project.

PROGRAM MISSION/GOAL: To attract those who would otherwise have not considered teaching as a profession to Massachusetts's schools, thereby improving teacher quality throughout the state. In the future, the program wishes to target under-represented populations to attract them to the teaching profession.

LOCATION(S): Massachusetts

SCALE: There were 3,000 applicants in the first three years. In 1999 there were 59 participants, in the school year 2000, 165 participants, and in 2001 there were 220 participants in MINT. The program hopes to train as many as 400 individuals for the participant group beginning training in 2002. Last year MINT partnered with eight public school districts.

COST: $2,250 per participant regardless of payment option.

HOW IT WORKS/DISTRICT INVOLVEMENT PROCESS: Districts wishing to become involved must first attend a bidders' conference and be able to provide mentoring and collaborative teachers as well as classrooms and seminar space.

HOW FINANCED: MA Department of Education

AGE OF PROGRAM: Begun in 1998.

PERFORMANCE INFORMATION: In a study conducted over the first two years of the program, principals who hired MINT teachers generally rated MINT participants as equally or better trained than other beginning teachers. Overall MINT teachers had a positive impact in the schools they served, and over 85 percent of 1999 MINT teachers returned to MA public schools the following year. It should be noted that both principals and new teachers recommended more work on classroom management, and possibly a longer summer training program.

SPECIFIC NEEDS MET: Attracts high-quality individuals to the teaching profession and provides signing bonuses.

CONTACT INFORMATION:
MA Signing Bonus Program and MINT
MA Department of Education, Main Office
350 Main Street
Malden, MA 02148-5023
(781) 338-3000
(781) 338-3232 for automated information
Fax (781) 338-3636
mint@doe.mass.edu
eq.doe.mass.edu/mint/

PROGRAM NAME: WSU Alternative Certification Program

DESCRIPTION: A two-year, 32-credit-hour program offering candidates provisional certification to teach a full schedule while attending classes at convenient times in order to obtain full teaching certification at the program end. Includes a mentoring/supervising program, and with the completion of 12–15 additional credit hours, the ability to finish a master's degree. Candidates must secure employment in an accredited school district before entering the program.

PROGRAM MISSION/GOAL: The program was designed to help ease Kansas's growing need for qualified individuals in shortage fields in districts across the state, particularly in the Wichita area.

LOCATION(S): Wichita State University, Wichita, Kansas

SCALE: The program graduates approximately 100 people every two-year cycle.

HOW IT WORKS: There is no cost to local school districts; the burden of training is placed on the individual wishing to teach through their tuition.

HOW FINANCED: Through a Title 2 grant of $700,000, and donations from a local foundation.

AGE OF PROGRAM: Current model in use since 1996, original model used from 1992 to 1995.

PERFORMANCE INFORMATION: There has been a 90 percent retention rate to the teaching profession from the first graduating class in 1992 to present. The average age of these teachers is 36, ranging from 22 to 58. Dr. Robert Lane and other staff members and experienced teachers also conduct evaluations of each new teacher, up to 20 per year.

SPECIFIC NEEDS MET: Addresses teacher shortage problems in Kansas.

CONTACT INFORMATION:
Robert Lane, Ed.D
Coordinator, Alternative Certification
Department of Curriculum and Instruction
College of Education
Wichita State University
1845 Fairmount
Wichita, Kansas 67260-0028
(316) 978-3322
Fax (316) 978-6935
robert.lane@wichita.edu
education.wichita.edu/ci/alternative_cert.html

PROGRAM NAME: Georgia Teacher Alternative Preparation Program (Georgia TAPP)

DESCRIPTION: An alternative certification program with classroom-based training over a two year period after a 4+ week summer training session for qualified individuals with a bachelor's degree. During the two-year teaching/training period the individuals are closely monitored and supervised through mentoring programs.

PROGRAM MISSION/GOAL: To provide Georgia schools and prospective teachers with a nontraditional option for finding teachers, and gaining certification.

LOCATION(S): All across Georgia, see http://www.teachforgeorgia.org/programsites.pdf for program locations.

HOW IT WORKS: Individuals apply to approved TAPP programs at universities, colleges, and school districts across the state. Participants must have a minimum of a 2.5 GPA, pass the Praxis I standardized exam, and clear a law enforcement background check. Upon completion of the four-week training program in the summer, they may apply for positions in local school districts. The next two years consist of follow-up seminars and additional coursework. Some programs make it possible to complete an M.Ed. degree in conjunction with the program.

SCALE: The program accepted and trained 763 participants in its first year.

COST: N/A

HOW FINANCED: Administrative costs are paid for by the state. Additional credits toward a degree are paid for by the participant.

AGE OF PROGRAM: Inception, Summer 2001.

PERFORMANCE INFORMATION: None at this time.

SPECIFIC NEEDS MET: Addresses the problem of the number of teachers available in Georgia.

CONTACT INFORMATION: Please see http://www.teachforgeorgia.org/programsites.pdf for information on contacts and individual programs.

PROGRAM NAME: Alternate Route to Certification (ARC, Sponsored by the Connecticut Department of Higher Education)

DESCRIPTION: A two-part accelerated program to entice people from industry, government, military, and human services, as well as liberal arts graduates and substitute teachers to teach in Connecticut schools. The program costs about $3,000 for an intense eight-week summer training program or a weekend training program and two years of close supervision working in a classroom. This program covers grades K–12, depending on prior education or degrees.

PROGRAM MISSION/GOAL: To attract talented individuals to teaching in Connecticut who have experience or degrees in subjects other than education, and to lessen the barriers to education traditional certification programs may present to these people.

LOCATION(S): Connecticut

SCALE: To date 1,931 teachers have graduated from both the summer and weekend programs.

COST: There is no cost to participating districts unless they have chosen to sponsor a particular candidate; however, the burden of the $3,000 tuition is placed solely upon the program participants. There is financial assistance for some participants who qualify.

HOW FINANCED: Mainly through tuition and application fee revenues, but Alternate Route has received some money from the State of Connecticut and some federal grant money for minority scholarships.

AGE OF PROGRAM: Enacted 1986, program beginning 1988.

PERFORMANCE INFORMATION: The latest internal evaluation shows that ARC produces highly qualified teachers with over 50 percent of participants with advanced degrees. In the 2000 class, 41 percent of the participants were male, and 20 percent were minorities, meeting the program goals of attracting talented and diverse individuals to the teaching profession.

SPECIFIC NEEDS MET: Provides more teachers to schools/districts that need teachers in times of shortage.

CONTACT INFORMATION:
Alternate Route to Certification
Connecticut Department of Higher Education
61 Woodland Street
Hartford, CT 06105-2326

James McKenna
Executive and Academic Director
(860) 947-1301
Fax (860) 947-1310
jmckenna@ctdhe.org

Maria Davoodi
Director of Administration and Admissions
(860) 947-1315
Fax (860) 947-1310
mdavoodi@ctdhe.org
www.ctdhe.org

ACCELERATED CREDENTIALING PROGRAMS

PROGRAM NAME: Teachers College: Post-Baccalaureate Teacher Certification

DESCRIPTION: In one year, prepares those with a bachelor's degree to teach in Nebraska via one of four programs: (1) Accelerated Certification, 31 semester hours; (2) Traditional Certification; (3) Project Experience Alternative; and (4) Master of Secondary Teaching Option, 36 semester hours.

PROGRAM MISSION/GOAL: To provide and train high-quality teachers for Nebraska's K–12 schools. To provide support to these new teachers in the College's Instructional Design Center and its Alumni Learning Technology Center. To promote diversity in the student body, and in our nation's public schools.

LOCATION(S): University of Nebraska, Lincoln, Nebraska

SCALE: 50–60 Individuals graduated each year.

COST: Graduate tuition: $121.75 for residents, $300.75 for nonresidents per credit hour in 2001.

HOW IT WORKS/DISTRICT INVOLVEMENT PROCESS: There are no immediate plans for local school district involvement; training provided on an individual basis.

HOW FINANCED: Through tuition gathered for the University of Nebraska at Lincoln's Teachers College

AGE OF PROGRAM: Begun in 1998.

PERFORMANCE INFORMATION: No formal external evaluations performed to date.

SPECIFIC NEEDS MET: Offers those who previously may not have thought about teaching a faster way to obtain their credentials, while providing well-trained teachers for the state of Nebraska.

CONTACT INFORMATION:
Jim Cotter, Director of Advising
105 Henzlik Hall
University of Nebraska–Lincoln
Lincoln, NE 68588-0371
(402) 472-8631
jcotter2@unl.edu
www.tc.unl.edu

PROGRAM NAME: Accelerated High School Certification Program, Creighton University, Nebraska.

DESCRIPTION: A one-year, 36-credit, post-baccalaureate program with two eight-week student teaching assignments, for interested persons to earn teaching credentials in the state of Nebraska. The first 32 units allow students to achieve Nebraska teaching certification; completion of four more classes allows the student to earn a Master's degree in Education, in a secondary school setting. The program offers secondary education teaching endorsements in Art, Biology, Chemistry, Computer Science, English, French, German, History, Journalism, Language Arts, Latin, Mathematics, Natural Sciences, Physics, Political Science, Psychology, Religious Education, Social Sciences, Spanish, and Speech/Drama. This program is offered at a 50 percent discounted tuition rate. The students are also placed within both public and Catholic schools during the program and after completion.

PROGRAM MISSION/GOAL: As part of a Jesuit institution, Creighton's Department of Education strives to prepare teachers for both public and private instruction within its core values of service to the community, of care of the whole person, of excellence, and leadership, especially in social justice.

LOCATION(S): Creighton University, Omaha, Nebraska

SCALE: About nine students prepared per year.

HOW IT WORKS/DISTRICT INVOLVEMENT PROCESS: There is no cost to local school districts; the burden of training is placed on the individual wishing to teach through their tuition.

HOW FINANCED: Through individual student tuition payments.

AGE OF PROGRAM: Begun in the summer of 1998.

PERFORMANCE INFORMATION: N/A

SPECIFIC NEEDS MET: Helps supply teachers in a short program, also aids professionals in a career switch.

CONTACT INFORMATION:
Timothy J. Cook, Ph.D.
Department of Education
Creighton University
2500 California Plaza
Omaha, NE 68178
(402) 280-2820/(402) 280-2561
Email tcook@creighton.edu
puffin.creighton.edu/edu/Secndreq.htm#Cohort

ECONOMIC INCENTIVE PROGRAMS

PROGRAM NAME: Philadelphia Bonus Program

DESCRIPTION: The program offers a $4,000 signing bonus to new teachers. The district also offers $1,500 annual bonuses to those individuals teaching in high-needs subject areas (Special Education, Bilingual education, Math, Chemistry, Physics, and Spanish). Finally, the district pays teachers in bonus schools an additional $1,500 annually.

PROGRAM MISSION/GOAL: To enable the district to be more competitive in the recruitment of teachers as well as meet specific critical staffing needs.

LOCATION(S): School District of Philadelphia

SCALE/COST/HOW IT WORKS: Signing bonuses are paid to new hires over three years ($1,500 after five months; $2,500 at the beginning of the 37th month). Subject area bonuses and the bonus school program were incorporated into the district's pay scale and negotiated with the teachers' union as part of the collective bargaining agreement. Bonus schools are identified using indicators of traditionally high turnover. The formula takes into account the percentage of vacancies at the school, the percentage of new teachers, and the percentage of teachers with tenure. Those schools with the highest rates of turnover are designated bonus schools.

HOW FINANCED: School district budget.

AGE OF PROGRAM: Program began in 2001.

PERFORMANCE INFORMATION: None currently available.

SPECIFIC NEEDS MET: Increase the number of applicants; attract teachers to high-needs subject areas and schools.

CONTACT INFORMATION:
Office of Human Resources
School District of Philadelphia
55 North 22nd Street
Philadelphia, PA 19103-1396
(215) 979-8133
recruitment@phila.k12.pa.us
www.phila.k12.pa.us

PROGRAM NAME: North Carolina Teaching Fellows

DESCRIPTION: A scholarship/loan forgiveness program to award outstanding high school seniors $6,500 per year toward their college education provided they teach in North Carolina Public Schools or United States Government Schools for four years upon graduation in an education major. If the fellows choose not to teach they must repay the loans at a 10 percent interest rate over a term of seven years. Fellows must participate in five extracurricular enrichment programs throughout their college career.

PROGRAM MISSION/GOAL: To provide an academic teaching program that goes beyond traditional credentialing programs, to elevate the image of teachers and education candidates while developing professional leaders in education. The program also seeks to recruit and retain higher numbers of minority and male teachers.

LOCATION(S): Appalachian State University, East Carolina University, Elon College, Meredith College, NC A&T State University, NC Central University, NC State University, UNC–Asheville, UNC–Chapel Hill, UNC–Charlotte, UNC-Greensboro, UNC–Pembroke, UNC-Wilmington, and Western Carolina University; North Carolina.

SCALE: 400 Scholarships awarded per year; about 1,600 participants in four-year universities total in any given year.

COST/ HOW FINANCED: The NC General Assembly appropriates $10.4 million per year for the scholarships.

HOW IT WORKS/DISTRICT INVOLVEMENT PROCESS: There is no cost to local schools/districts; local district chairs and high school counselors are given recruitment training and recruitment materials at eight sites across the state in September.

AGE OF PROGRAM: Enacted by the NC General Assembly in 1986 with 9 schools beginning in 1987, the program now has 12 public and 2 private universities with teaching fellows.

PERFORMANCE INFORMATION: Program data on the composition of each fellows class is filed each year with the NC General Assembly.

SPECIFIC NEEDS MET: Increases the numbers of quality teachers in North Carolina while diversifying the teacher population and encouraging community involvement.

CONTACT INFORMATION:
NC Teaching Fellows Program
3739 National Drive, Suite 210
Raleigh, NC 27612
(919) 781-6833/(919) 781-6527 (Fax)
tfellows@ncforum.org
www.teachingfellows.org

PROGRAM NAME: Teacher Next Door

DESCRIPTION: Operated through the U.S. Department of Housing and Urban Development, the initiative is open to any state-certified classroom teacher or administrator who wishes to buy a home in areas surrounding the school districts through which they are employed. The program encourages homeownership through a 50 percent discount on the list price of HUD-owned, single-family homes, generally located in redevelopment areas. Not limited to first-time home buyers, but regulated by a three-year commitment to living in the household.

PROGRAM MISSION/GOAL: To provide affordable housing for teachers and school administrators while encouraging redevelopment in low- and moderate-income neighborhoods.

LOCATION(S): 45 states and the District of Colombia.

SCALE: To date, teachers participating in the program have bought over 1,570 homes.

COST/HOW FINANCED: Since the homes sold are FHA-foreclosed homes, there is no cost to the HUD, what financing may be needed to run the program is garnered through the home sales.

AGE OF PROGRAM: Begun in March 2000.

PERFORMANCE INFORMATION: N/A

SPECIFIC NEEDS MET: Helps to ensure affordable housing for schoolteachers and encourage redevelopment in communities that need strong role models and mentors.

CONTACT INFORMATION:
U.S. Department of Housing and Urban Development
451 7th Street SW
Washington, DC 20410
(202) 708-1112
(800) 217-6970
Dennis_A._White@hud.gov
www.hud.gov/teacher
www.hud.gov/offices/hsg/sfh/buying/tnd/tnd.cfm

PROGRAM NAME: Extra Credit Teacher Housing Program

DESCRIPTION: Through the California Housing Finance Agency (CHFA) two loans are provided to assist California teachers and principals in buying their first home. Together the two low-interest and forgivable-interest 30-year term loans and $7,500 down payment assistance should provide all the financing needed to purchase a home. The teacher or principal must be employed at a low-performing school (at or below the 30th percentile) for five years, credentialed, and eligible for the loan program through a credit inspection. The house to be purchased must be in California and a single-family residence.

PROGRAM MISSION/GOAL: To make homeownership possible for teachers and principals through affordable loans and down payment assistance. The program goals also include assisting low-performing schools with teacher retention and higher academic standing through increased teacher quality.

LOCATION(S): Sacramento, San Francisco, Santa Clara, Los Angeles, Orange, San Bernardino, and Santa Cruz counties; the cities of San Francisco, Los Angeles, and Oakland are administered through the California Debt Limit Allocation Committee (CDLAC); the CHFA covers the entire state and areas left out by the previous distinctions.

SCALE: The program expects to serve approximately 4,000 teachers in its first four years.

COST: CDLAC appointed $100 million in 2001.

HOW IT WORKS: Local education agencies, with support from the state, work to identify mortgage brokers and lenders willing to participate. Eligible teachers or principals then apply for the mortgage with the broker directly, and if approved, will receive the favorable financing terms.

HOW FINANCED: State of California subsidizes the interest rate through the lender. In some cases, an annual income tax credit is offered instead.

AGE OF PROGRAM: Begun in September 2000.

PERFORMANCE INFORMATION: None available.

SPECIFIC NEEDS MET: Helps retain quality teachers in low-income areas and provides housing assistance for California teachers.

CONTACT INFORMATION:
Extra Credit Teacher Home Purchase Program Offices
(916) 653-3255
www.treasurer.ca.gov/CSFA/ExtraCredit/ExtraCredit.htm

CA Office of the Treasurer
P.O. Box 942809
915 Capitol Mall C-15
Sacramento, CA 95814

Office Locations and Telephone Numbers:
915 Capitol Mall
Sacramento, CA 95814
(916) 653-2995

304 South Broadway, Suite 550
Los Angeles, CA 90013-1224
(213) 620-4467

California Housing Financing Agency
1121 L Street
Sacramento, CA 95814
(916) 322-3991
www.chfa.ca.gov/homeownership/programs/extracredit.htm

PROGRAM NAME: San Jose Teacher Housing Program

DESCRIPTION: Administered through the San Jose Department of Housing, up to $40,000 in home loans are available at a zero percent interest rate, not due and payable until transfer of title to the home, or at the end of 30 years. These loans are available to full-time classroom teachers holding California teaching credentials in the city of San Jose, or to those teachers whose schools serve student populations mainly residing in the city. There is a limit on gross household income, and all borrowers must have credit histories acceptable to the mortgage lender.

PROGRAM MISSION/GOAL: To aid San Jose teachers in purchasing homes in order to address teacher retention issues in the city as well as provide affordable teacher housing. To increase the buying power a San Jose teacher has when purchasing a home.

LOCATION(S): San Jose, California

SCALE: 167 Teachers have bought homes with loans from the city as of the end of October 2001, roughly eight or nine loans a month.

COST: $8 million committed initially, $4.9 million in current loans.

HOW IT WORKS/DISTRICT INVOLVEMENT PROCESS: The home loans are provided on an individual basis independent of schools or school districts.

HOW FINANCED: Through the city of San Jose's redevelopment funds (20 percent).

AGE OF PROGRAM: Begun in June 1999.

PERFORMANCE INFORMATION: The program is constantly evaluated by the City Council, and has already been changed once in April 2000 to better serve the city's needs.

SPECIFIC NEEDS MET: Aids in making San Jose's goal of being the most teacher-friendly city in the United States a reality.

CONTACT INFORMATION:
San Jose Department of Housing
4 North Second Street, Suite 1350
San Jose, CA 95113
www.sjhousing.org/thp/thp_index.htm

Tom Cook
(408) 277-2266
Tom.Cook@ci.sj.ca.us

Mark Brogan
(408) 277-8486
Mark.Brogan@ci.sj.ca.us

RETENTION AND TEACHER DEVELOPMENT

PROGRAM NAME: California Beginning Teacher Support and Assessment (BTSA)

DESCRIPTION: Administered through the California Department of Education (CDE) and the California Commission on Teacher Credentialing (CCTC) to improve beginning teacher efficacy through diversity, and to increase teacher retention. BTSA varies in design from district to district, or collaborations of districts to provide transition training and support to first- and second-year teachers. This involves coaching from experienced teachers and reflective activities on the part of the new teachers.

PROGRAM MISSION/GOAL: To improve the experience, quality, and retention rates of new teachers while improving educational performance of students through a cohesive system of teacher performance assessments.

LOCATION(S): California

SCALE: As of July 1999 23,000 first- and second-year teachers served, with plans to expand to 29,000 teachers by January 2002.

COST/HOW IT WORKS/DISTRICT INVOLVEMENT PROCESS: $3375 Per beginning teacher, $2000 of which must be provided by the sponsoring district. There is no cost to the individual wishing to teach.

HOW FINANCED: Funded by the state of California.

AGE OF PROGRAM: Established in 1992, nine years old.

PERFORMANCE INFORMATION: Formal evaluation available in 2002, however 93 percent of individuals participating stay teaching in California for at least three years.

SPECIFIC NEEDS MET: Addresses retention rates, teacher quality and diversity, and assures teacher competency to the community.

CONTACT INFORMATION:
Professional Development Unit, CDE
Jaymee Kjelland, Consultant (916) 323-5592
Jean Treiman, Consultant (916) 323-5788
Professional Services Unit, CCTC
Teri Clark, Consultant (916) 323-5917
BTSAWebmaster@ctc.ca.gov
www.btsa.ca.gov/

PROGRAM NAME: Teacher Advancement Program, an initiative of the Milken Family Foundation

DESCRIPTION: A program in which the Milken Family Foundation works closely with elementary and secondary schools providing "technical support, evaluation assistance and training opportunities" to improve teacher quality in public and charter schools.

PROGRAM MISSION/GOAL: The program is built upon five key principles: (1) to provide multiple career paths for teachers so they may not need to seek administrative positions to earn more money; (2) to provide market driven compensation for teaching with flexibility to reward outstanding teachers and negotiate salaries in subjects and schools that are problematic to staff; (3) to foster performance-based accountability through peer and both outside and inside the school and district reviews; (4) to encourage ongoing, applied professional growth where teachers work on collaborative education projects lessening teacher isolation; and (5) to expand the supply of high-quality teachers.

LOCATION(S): Horizon Community Learning Center, Madison Camelview School, Madison Rose Lane School, Tomahawk Elementary School, W. F. Killip Elementary School; Arizona

SCALE: Currently five Arizona public schools participate in the program, but the foundation is considering expanding the program at the request of other states and school districts at the elementary and secondary level.

COST: Dependent upon the needs of the school. Estimated to increase costs 6–8 percent annually.

HOW IT WORKS: With technical assistance from the Milken Family Foundation, participating schools restructure their faculty, professional development, course loads, and compensation in accordance with the program's key principles.

HOW FINANCED: The Foundation may provide funding assistance with the transition to the TAP program for a school if necessary for implementation, but the program is not a grant program.

AGE OF PROGRAM: Chairman Lowell Milken announced program beginning in 1999.

PERFORMANCE INFORMATION: N/A

SPECIFIC NEEDS MET: Provides higher quality teacher training and change to the organizational structure of schools to retain outstanding teachers through proper compensation, collaboration efforts to combat isolation, while improving student performance.

CONTACT INFORMATION:
Teacher Advancement Program
Milken Family Foundation
1250 Fourth Street
Santa Monica, CA 90401
www.mmf.org/tap

PROGRAM NAME: Santa Cruz New Teacher Project

DESCRIPTION: A program designed to address the quality and retention of first- and second-year teachers through individual support during the first two years of teaching. New teachers are paired with advisors, are able to participate in monthly seminars for networking, and have release time in order to perform self-assessment and reflection to better plan curricula.

PROGRAM MISSION/GOAL: To provide the most effective support possible for beginning teachers through interaction with other teachers, self and peer/mentor assessment, while encouraging ever occurring growth in the ways educators teach.

LOCATION(S): University of California, Santa Cruz; serving the San Benito, Monterey, and Santa Clara counties of California

SCALE: Has supported more than 1,600 new teachers to date.

COST: $58.75 per participant in 2001.

HOW IT WORKS: The center serves as a clearinghouse for matching new teachers to mentors as well as convening seminars.

HOW FINANCED: State and school district funding with some support from private foundation donations.

AGE OF PROGRAM: 1988 inception.

PERFORMANCE INFORMATION: With intensive support as the Santa Cruz New Teacher Project provides most teachers report higher job satisfaction. They also better reach culturally and linguistically diverse students, and remain in the teaching profession longer.

SPECIFIC NEEDS MET: Helps to better educate new teachers and addresses retention issues, while offering teachers a chance to mentor and pass on their experiences.

CONTACT INFORMATION:
New Teacher Center
725 Front Street, Suite 400
Santa Cruz, CA 95060
(831) 459-4323
ntc@zzyx.ucsc.edu
www.newteachercenter.org

PROGRAM NAME: New Teachers Network (NTN)

DESCRIPTION: Operated through the Center for School Improvement at the University of Chicago, NTN is a two-year support program for newly certified teachers in urban schools. In the first year of involvement, new teachers attend a three-day summer workshop concentrating on classroom planning, classroom rules and routine development, administrative expectations, and literacy instruction resources. They also participate in bimonthly meetings addressing issues of pedagogy, student assessment, and support systems. There is also an egroup for daily support on-line and in classroom support from program facilitators on six occasions. In the second year, new teachers receive visits from the facilitators three times, each occasion being observed and coached. New teachers also have the opportunity to team-teach and engage in professional reflection.

PROGRAM MISSION/GOAL: "To attract, nurture, and retain highly qualified teachers to teach in the challenging work environment of inner-city Chicago."

LOCATION(S): Chicago, Illinois.

SCALE: To date the program has trained over 35 individuals, each year growing progressively larger. The program directors wish to maintain a small number of participants to ensure adequate support but welcome inquiries concerning their model from other inner-city schools/districts.

COST: N/A

HOW IT WORKS: This program is an optional program to supplement a statewide induction program for beginning teachers in grades PreK-8. There is no cost to the involved teachers or to the schools for which they teach.

HOW FINANCED: Through charitable donations to the Center for School Improvement.

AGE OF PROGRAM: Begun in 1998.

PERFORMANCE INFORMATION: Internal evaluations and data collected however no external formal evaluation yet conducted.

SPECIFIC NEEDS MET: Helps develop and retain excellent individuals to teach in inner-city schools while creating a professional community within the network of new teachers and facilitators.

CONTACT INFORMATION:
The Center for School Improvement
University of Chicago
1313 East 60th Street
Chicago, IL 60637
Patty Horsch, Coordinator, New Teachers Network
(773) 834-0835
pathorsch@aol.com
www.csi.uchicago.edu/support.html

PROGRAM NAME: Professional Development School Partnerships

DESCRIPTION: A collaborative project between the Los Angeles Educational Partnership (LAEP)/Design for Excellence: Linking Teaching and Achievement (DELTA), the California State University Dominguez Hills (CSUDH), the Los Angeles Unified School District (LAUSD), and the Pasadena Unified School District (PUSD) to aid emergency permit teachers seeking full teaching credentials and full state certification. There are three separate partnerships, the Manual Arts Professional Development School (LAUSD District G), the Narbonne–San Pedro Professional Development School (LAUSD District K), and the Pasadena Professional Development School. The Manual Arts partnership seeks to give preliminary credentials to working-non-credentialed teachers through on-site credential courses, a mentoring program, seminars, and technology in teaching training with the aid of the CSUDH. The Narbonne–San Pedro partnership is similar in function to the Manual Arts partnership in that it trains teachers in multiple subject areas, but it also specializes in single-subject preparation including Math, Special Education, Liberal Studies, Education Administration preparation, and in the future Counselor preparation. The University coursework is taught at CSUDH professional development sites in Gardena and San Pedro. The Pasadena partnership is the original CSUDH partnership preparing teachers in elementary, secondary, and special education. It also provides work for Pasadena area teachers to earn their Master's degree.

PROGRAM MISSION/GOAL: To comprehensively reform professional development for teachers assisting them with training before the classroom, mentoring and support for new teachers, and ongoing development for experienced ones.

LOCATION(S): Greater Los Angeles area, California

SCALE: The DELTA Collaborative assists 4,700 teachers in 107 schools.

COST: N/A

HOW IT WORKS/DISTRICT INVOLVEMENT PROCESS: Due to the partnership model, the Professional Development Schools program costs are shared by all entities involved. Each student pays university tuition while participating districts make "in kind" contributions of classrooms facilities, personnel for program management and mentor-training purposes, and funds for the costs of hiring student teachers.

The Los Angeles Educational Partnership welcomes the opportunity to speak with other districts wishing to get involved and develop new partnerships.

HOW FINANCED: The partnerships are funded by LAEP/DELTA, the LAUSD, the Stuart Foundation, and the U.S. Department of Education. The DELTA Collaborative began with support form the Weingard and Ford Foundations as a comprehensive teacher development program of the Los Angeles Annenberg Metropolitan Project (LAAMP). Its continuing funding has been provided by the Washington Mutual and Hewlett Packard Foundations. Participating districts also help to finance the partnership through the aforementioned "in kind" contributions.

AGE OF PROGRAM: DELTA has existed since 1995, while the Professional Development Partnership has existed since 1999.

PERFORMANCE INFORMATION: The rate of retention of new teachers participating in the Partnerships over the past two years is 98 percent.

SPECIFIC NEEDS MET: Increased teacher training to improve the teacher education programs, to promote higher technology standards of newly trained teachers to bring technology into urban classrooms, and to retain these proficient teachers.

CONTACT INFORMATION:
Manual Arts Professional Development School (LAUSD District G)
Dr. Sharon Russell (310) 243-2703
Dr. Jim Cantor (310) 243-3775
Dr. Joel Colbert (310) 243-2747

Narbonne–San Pedro Professional Development School (LAUSD District K)
Dr. Joe Braun, Director of DELTA
(310) 243-2100

Pasadena Professional Development School
Dr. Richard Gordon (310) 243-3754

www.csudh.edu/seo/pds.htm

Los Angeles Education Partnership
Dr. Noni Paris, Director Professional Development School
(213) 622-5237 x263
nparis@laep.org
www.laep.org

Los Angeles Annenberg Metropolitan Project (DELTA information)
www.laamp.org
www.laamp.org/delta/dindex.html

PROGRAM NAME: Detroit Urban Systemic Program

DESCRIPTION: A comprehensive program to improve Detroit Public Schools' facilities, teachers, and student performance, especially with regard to science and mathematics curricula. This results in partnerships with Marygrove College, Wayne State University, Central Michigan University, and the University of Detroit–Mercy for accelerated teaching credentials. These partnerships offer programs that vary from school to school, but they all have the principles of accelerated science and mathematics training in mind in order to improve Detroit Public Schools (DPS). Two of these programs involved in the partnerships are (1) Alternative Paths–where students are concurrently employed in schools while working toward teaching certification; (2) Limited License to Instruct–providing midcareer individuals the opportunity to teach in areas of critical teacher shortages.

PROGRAM MISSION/GOAL: To improve DPS competency, diversity, and standards-based curriculum, while fostering relationships with area colleges and universities to improve training and facilities. The program aims high with regard to teacher training and student performance, relying on research to continually improve the DPS technology and teaching programs.

LOCATION(S): Detroit, Michigan

SCALE: 200 teachers currently training in the four programs, ultimately affecting over 178,000 students in kindergarten through grade 12.

HOW FINANCED: There are various sources of funds ranging from individual tuition dollars and district tuition support to state grants.

AGE OF PROGRAM: The initial project began in 1994. Alternative Paths has existed since 1998 and the Limited License to Instruct program since 1999.

PERFORMANCE INFORMATION: Since implementation, DPS has noticed increased enrollment across the board in science and mathematics classes in the high schools.

SPECIFIC NEEDS MET: Improves both the quality and number of teachers with regard to math and science, as well as the facilities they use. Helps reduce the number of individuals teaching with temporary/emergency teaching permits.

CONTACT INFORMATION:
Juanita Clay Chambers, Ed.D., Associate Superintendent
Division of Curriculum and Instruction, Detroit Public Schools
5057 Woodward
Detroit, MI 48202
(313) 494-1092
juanita_chambers@dpsnet.detpub.k12.mi.us
www.detroit.k12.mi.us/admin/DivEduSer/DeptCurrServices/OffScienceEd/dusp/

LEADERSHIP DEVELOPMENT PROGRAMS

PROGRAM NAME: The Broad Foundation's Urban Superintendents Academy

DESCRIPTION: The Broad Foundation's Urban Superintendents Academy, a national non-profit organization started by The Broad Foundation and Governor John Engler of Michigan, will prepare a select group of fellows each year to serve as chief executive officers of the nation's largest school districts. The program offers a rigorous executive leadership development program designed to prepare the next generation of public education CEOs.

Broad Fellows retain their current full-time employment and attend the Academy for several weekends over a 10-month period. Fellowships, including tuition, travel and all other program-related expenses, are fully covered by The Broad Foundation. Candidates undergo a rigorous application process to determine their suitability and commitment to the role of urban superintendent. Successful candidates are aggressive, results-oriented leaders from a variety of professional backgrounds who have a passion for improving educational opportunities for all children.

PROGRAM MISSION/GOAL: The mission of the Broad Center for Superintendents is to make a positive difference in the educational achievement of urban children by identifying, preparing and supporting outstanding leaders with the capacity to be successful urban school superintendents.

LOCATION: The program is designed to work with the nation's largest school districts.

SCALE: Twenty-five accomplished professionals were selected as Broad Center Fellows and are currently participating in the program.

COST: Not available.

HOW FINANCED: Funding is provided by the Eli Broad Foundation.

AGE OF PROGRAM: The first Urban Superintendents Academy was launched in February 2002.

PERFORMANCE INFORMATION: No external performance information available yet.

SPECIFIC NEEDS MET: The program will recruit, prepare, and support accomplished and well-prepared executives from a range of professional backgrounds to serve as urban school superintendents.

CONTACT INFORMATION:
The Broad Center for Superintendents
10900 Wilshire Blvd., Suite 1200
Los Angeles, CA 90024
Email: info@broadcenter.org
Fax: 310-954-5051
Tim Quinn, Managing Director
Email: tq@broadcenter.org
Phone: 231-223-8814

PROGRAM NAME: New Leaders for New Schools

DESCRIPTION: A program designed to boost student achievement by attracting, preparing, and supporting aspiring principals for urban public schools. Those selected for the New Leaders Fellowship receive access to a pathway to an urban principalship, intensive training and support, and a community of leaders dedicated to fostering high levels of academic achievement for every child. The New Leaders Fellowship includes

- a yearlong, full-time, paid residency with an outstanding mentor principal;
- tuition-free coursework and certification in educational administration;
- placement assistance in obtaining an urban school leadership position in a public school (district or charter); and
- three years of intensive professional development, coaching, and support.

PROGRAM MISSION/GOAL: To foster high levels of academic achievement for every child by attracting, preparing, and supporting the next generation of outstanding school leaders for our nation's urban public schools.

LOCATION(S): New York, New York; Chicago, Illinois; Bay Area of Northern California.

SCALE: At scale, each program site will attract and prepare 30 New Leaders Fellows per year; 15 individuals participated in the first-year charter cohort of New Leaders Fellows across three sites.

COST: FY 2001–02 operating budget, $2.7 million. At scale, costs will be $40,000 over three years for each aspiring principal including recruiting, admissions, case-based coursework, faculty costs, residency expenses, and three years of support and coaching.

HOW IT WORKS/DISTRICT INVOLVEMENT PROCESS: In a partnership with New Leaders for New Schools, each participating district pays the full-time salary and benefits of each principal-in-training in exchange for a three-year commitment of that Fellow to be a school leader in that district. Participating individual charter schools pay half the salary and benefits for the Residency year while New Leaders for New Schools pays the other half. An individual charter school that hires a graduate after the Residency pays a placement fee over two years. New Leaders pays for recruitment, training, mentoring, and ongoing support for each New Leaders Fellow. The principals-in-training participate free of charge.

In the future, new cities will be added to the fellowship program; city representatives interested in expanding the fellowship to their area should contact Laurel Rosenberg (Special Assistant to the CEO, see below) in order to submit a proposal to Jon Schnur, CEO of New Leaders for New Schools.

HOW FINANCED: Through a combination of public and private funds including salaries and benefits paid by school districts and charter schools, and private financing including The Broad Foundation, New Schools Venture Fund, The Noyce Foundation, New Profit, Inc., and the Annie E. Casey Foundation.

AGE OF PROGRAM: Inception, March 2001.

PERFORMANCE INFORMATION: N/A

SPECIFIC NEEDS MET: Providing well-selected, well-trained, and well-supported principals with the hands-on job experience to be successful principals in public schools in New York City, Chicago, and the Bay Area of California.

CONTACT INFORMATION:
For general information, and information on the New York and Northern California Programs:
New Leaders for New Schools
National and New York Program Office
18 West 27th Street, Suite 7C
New York, NY 10001
(646) 424-0900

Laurel Rosenberg (for city expansion purposes)
(646) 424-0893
lrosenberg@nlns.org

For university educators interested in curriculum development or instructing summer training sessions:
New Leaders for New Schools
Boston Curriculum Office
286 Congress Street, 6th Floor
Boston, MA 02210
(617) 482-9090

For individuals interested in becoming a New Leaders for New Schools Fellow:
New Leaders for New Schools
National and New York Program Office
18 West 27th Street, Suite 7C
New York, NY 10001
(646) 424-0900
General Information: info@nlns.org
Recruiting and Admissions: recruiting@nlns.org
www.nlns.org

PROGRAM NAME: The Fisher Fellowship

DESCRIPTION: To provide Fisher Fellows with the school leadership and management training they will need to successfully start and manage highly effective public schools for educationally underserved youth. Fellows receive a $45,000 stipend per year, health benefits, housing, and travel to and from the institute and the residency.

PROGRAM MISSION/GOAL: To develop a corps of education leaders to plan, start, and manage their own schools, eventually becoming exemplary schools in the Knowledge Is Power Program network of schools.

LOCATION(S): KIPP currently has schools in the Bronx, NY, Houston, TX, Washington, D.C., and Gaston, NC. It is expecting to open schools in Asheville, NC; Austin, TX; Oklahoma City, OK; Baltimore, MD; DeKalb County, GA; Denver, CO; Memphis, TN; Newark, NJ; Oakland, CA; and Helena, AR in the summer of 2002.

SCALE: Three individuals trained in the first year, 11 in the second, with plans to have 25 fellows for the 2002–03 school year.

COST: Unable to disclose.

HOW IT WORKS/DISTRICT INVOLVEMENT PROCESS: After completing their training and residency, fellows move to the site of their future school and begin the work necessary to establish a new school. Fisher Fellows work with state and district officials to determine how to best integrate KIPP into the system. Fellows would typically seek to establish their school under a charter or contract model. During the start-up process, the fellows receive continued support and guidance regarding curriculum planning, administration, and community relations.

HOW FINANCED: A partnership between Doris and Donald Fisher, founders of the Gap, Inc., and Michael Feinberg and David Levin, the founders of the nationally acclaimed KIPP Academies in Houston and New York.

AGE OF PROGRAM: The Fisher Fellowship of KIPP was founded in 2000.

PERFORMANCE INFORMATION: No external performance information available yet.

SPECIFIC NEEDS MET: The development of a network of exemplary schools where educationally underserved students develop the knowledge, skills, and character needed to succeed in top-quality high schools, colleges, and the competitive world beyond.

CONTACT INFORMATION:
KIPP National
345 Spear Street, Suite 510
San Francisco, CA 94105
(415) 399-1556
Pamela Moeller
(415) 577-8727
pmoeller@kipp.org

KIPP Academy–New York
250 East 156th Street, Room 418
Bronx, NY 10451
(718) 665-3555

KIPP Academy–Houston
10811 Collingham Street
Houston, TX 77099
(832) 328-1051
info@kipp.org
www.kipp.org

PROGRAM NAME: Principal Residency Network (PRN)

DESCRIPTION: An education leadership program through The Big Picture Company, Inc., to certify principals committed to social justice, equality, and organizational development through full-time school-based apprenticeships under guiding mentor principals. The length of residency varies from 12 to 20 months in which time they document their experiences, create extensive personal education portfolios centered around their own education goals, and give formal exhibitions for reflection and presentation of their work at least twice a year.

PROGRAM MISSION/GOAL: "The Mission of the Principal Residency Network is to develop a cadre of principals who champion educational change through leadership of innovative, personalized schools." The PRN believes these principals act as agents of change in their communities and in the larger scope of national education reform.

LOCATION(S): Six schools in Boston, Massachusetts, the Greater Boston Principal Residency Network; six schools in Rhode Island, the Rhode Island Principal Residency Network; and beginning in 2001 the New Hampshire Principal Residency Network will serve southern New Hampshire and Vermont.

SCALE: In the three locations the program is currently training a cohort of 24 individuals, and trained a cohort of 17 individuals last year. Of the 17 individuals trained last year, three are now principals, nine are assistant principals, two are principals in waiting (for schools starting in the fall of 2002), two did not complete the program and remained in their positions, and one is a guidance counselor seeking an administrative position.

COST: The costs of training are the responsibility of the individual, varying within the locations.

HOW IT WORKS/DISTRICT INVOLVEMENT PROCESS: The Big Picture Company and PRN work with regional education centers and universities instead of local districts, unless they are very large, to place the individuals to be trained.

HOW FINANCED: The Principal Residency Network is funded by the following entities: Wallace–Reader's Digest Funds, Leaders Count Initiative, The Bay Paul Foundation, The Geraldine R. Dodge Foundation, The Human Resource Investment Council, and The Rhode Island Department of Education.

AGE OF PROGRAM: The program began in 1997.

PERFORMANCE INFORMATION: N/A, although independent assessments have been conducted.

SPECIFIC NEEDS MET: There is a great shortage of people going into the profession of principal, and the PRN attempts to combat that shortage through identification and training of outstanding education leaders through apprenticeship.

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ABOUT THE FOUNDATION

The Annie E. Casey Foundation is a private charitable organization dedicated to helping build better futures for disadvantaged children in the United States. It was established in 1948 by Jim Casey, one of the founders of United Parcel Service, and his siblings, who named the Foundation in honor of their mother. The primary mission of the Foundation is to foster public policies, human-service reforms, and community supports that more effectively meet the needs of today's vulnerable children and families. In pursuit of this goal, the Foundation makes grants that help states, cities, and neighborhoods fashion more innovative, cost-effective responses to these needs. For more information, visit the Foundation's website, www.aecf.org.

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